

AGENDA  
 BOARD OF TRUSTEES  
 WENATCHEE VALLEY COLLEGE  
 WENATCHEE, WASHINGTON  
 February 20, 2019

10:00 a.m. – Board Work Session .....	Room 5015A, Van Tassell
3:00 p.m. – Board of Trustees Meeting .....	Room 2310, Wenatchi Hall

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**CALL TO ORDER**.....

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**ACTION**

- 14. Mission Fulfillment and Core Theme Indicator Report: Ty Jones, Exec. Dir. of Institutional Effectiveness .... 32
- 15. New Policy 600.550 Expressive Activities: Brett Riley, Vice President of Admin. Services ..... 57

**PUBLIC COMMENT**

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

**ADJOURNMENT**

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

**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.**

BOARD MEETING: **February 20, 2019**

AGENDA ITEM : **#1 (action)**

CATEGORY: **APPROVAL OF MINUTES**

**Board Minutes of January 16, 2019**

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BACKGROUND:

**Attached are the minutes from the January 16, 2019, board meeting for your approval.**

RECOMMENDATION:

**That the minutes from the January 16, 2019, board meeting be approved.**

MINUTES  
BOARD OF TRUSTEES  
WENATCHEE VALLEY COLLEGE  
DISTRICT NO. 15  
WENATCHEE, WASHINGTON  
**January 16, 2019**

10:00 a.m. – Board of Trustees Work Session .....	Room 5015A, Van Tassell
3:00 p.m. – Board of Trustees Meeting.....	Room 2310, Wenatchi Hall

Trustees present

Phyllis Gleasman, Chair  
Tamra Jackson, Vice Chair  
Phil Rasmussen  
June Darling  
Martha Flores

*The board work session was opened by Chair Phyllis Gleasman at 10:00 a.m. Major agenda items included post tenure reports, sabbatical reports, mission fulfillment/core theme indicators, annual contract review, foundation update, and advisory committee report. Executive session was held to discuss personnel issues.*

The regular board meeting was opened by Chair Phyllis Gleasman at 3:00 p.m. Also in attendance were Assistant Attorney General Steve Bozarth, students, classified staff, and administrators.

**APPROVAL OF MINUTES**

**1. November 21, 2018, Board Meeting Minutes**

**MOTION NO. 2283**

**Tamra Jackson moved that the minutes of the November 21, 2018, board of trustees meeting be approved. The motion was seconded by Phil Rasmussen and carried unanimously.**

**CELEBRATING SUCCESS**

**2. Accreditation Granted by CCNE for BSN Program**

Correspondence was received from the Commission on Collegiate Nursing Education (CCNE) that accreditation for the baccalaureate degree program in nursing has been granted and will be effective March 14, 2018, through December 31, 2023.

**INTRODUCTION OF NEW EMPLOYEES**

**3. Introduction of New Employees: Reagan Bellamy, Executive Director of Human Resources**

The following new employees were introduced: Charlie Robb, manager of capital projects and space planning; Edgar Salamanca, program assistant for CAMP; and Joseph Andreason, IT specialist 2.

**SPECIAL REPORTS**

**4. Luz Estrada, ASWVC Wenatchee President**

A written report from Luz Estrada was included in the board information packet.

**SPECIAL REPORTS (continued)****5. Adrian Carrillo, ASWVC Omak President**

Adrian Carrillo reported on the success of the 50<sup>th</sup> Anniversary WVC Omak Open House as well as various club and student activities.

**6. Patrick Tracy, AHE President**

A written report was not submitted by AHE President Patrick Tracy.

**7. Mike Nelson, WPEA Chief Shop Steward**

A written report was not submitted by WPEA Chief Shop Steward Michael Nelson.

**STAFF REPORTS****8. Brett Riley, Vice President of Administrative Services**

Brett Riley did not add to his written report.

**9. Tod Treat, Interim Vice President of Instruction**

Tod Treat reported that he traveled to WSU with Dean Joey Walter to discuss the possibility of WVC offering a BAS in agriculture.

**10. Chio Flores, Vice President of Student Services**

Oh behalf of Chio Flores, Libby Siebens reported on activities taking place during safety week. She added that the Hall of Fame Athletic Auction takes place February 1, 2019.

**11. Jim Richardson, President**

President Richardson reported that MESA Director Karina Vega-Villa has been elected to the Wenatchee School Board.

**ACTION****12. New Policy 500.405 Service Animal: Reagan Bellamy, Executive Director of Human Resources**

New Policy 500.405 Service Animal addresses the new law that goes into effect January 2019 regarding penalties for misrepresentation of a service animal.

**MOTION NO. 2284**

**Phil Rasmussen moved that the board approve new Policy 500.405 Service Animal. The motion was seconded by June Darling and carried unanimously.**

*(New Policy 500.405 Service Animal attached as Exhibit A)*

**13. Sabbatical Leave Request: Jim Richardson, President**

Recommendations for sabbatical leave follow the process outlined in the AHE contract, Article VII, Section H.2. The professional development committee received one application from faculty seeking professional (sabbatical) leave during the 2019-2020 academic year. The applicant is Shane Hendrickson, chemistry instructor. The committee carefully reviewed, considered and evaluated the application according to the guidelines of the sabbatical leave. The committee came to a decision to recommend a one-quarter sabbatical to Shane Hendrickson during 2019-2020.

**MOTION NO. 2285**

**Martha Flores moved that the board approve a one-quarter sabbatical leave for Shane Hendrickson during the 2019-2020 academic year. The motion was seconded by Tamra Jackson and carried unanimously.**

3:17 p.m. Meeting adjourned

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Secretary

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Chair

Wenatchee Valley College  
BOARD POLICY STATEMENT

500.000 HUMAN RESOURCES

400.405 **SERVICE ANIMAL POLICY**

**A. POLICY**

It is the policy of the Wenatchee Valley College to afford individuals with disabilities, who require the assistance of a service animal, with equal opportunity to access college property, courses, programs, activities and employment.

This policy complies with the [Americans with Disabilities Act \(ADA\)](#) of 1990 as amended; Section 504 of the [Rehabilitation Act of 1973 \(P.L. 93-11\)](#) and [45 CFR Part 84](#); Fair Housing Act of 1968 [42 U.S.C. 3601 et seq.](#); and [Chapter 49.60 RCW](#).

**B. DEFINITIONS**

**1. Service Animal**

A service animal is a dog or miniature horse that has been formally trained to perform tasks for the benefit of an individual with a disability, including physical, sensory, mental, psychological, intellectual, or other mental disabilities.

**2. Therapy Animal**

A therapy animal is an animal that provides emotional support or passive comfort that alleviates one or more of the identified symptoms or effects of a disability. A therapy animal (also known as an emotional support animal or comfort animal) is not a service animal under this policy. Access for therapy animals is evaluated similar to any other request for accommodation and should be directed to the student access coordinator office.

**3. Owner**

Owner means any person having an interest in or right of possession to a service animal, or any person having control, custody, or possession of a service animal.

**C. WHERE SERVICE ANIMALS ARE ALLOWED**

Generally, owners of service animals are permitted to be accompanied by their service animal in all areas of the college's facilities and programs where the owner is allowed to go. Such areas include public areas, public events, classrooms, and other areas where college programs or activities are held. Limited exceptions for service animal access are noted in Section H below.

**D. ASSESSING SERVICE ANIMAL STATUS**

**1. Permitted Inquiries**

College personnel must permit service animal access to an event or activity with its owner when it is readily apparent that the animal is trained to do work or perform tasks for its owner. Examples include a dog guiding an individual

who is blind or has low vision, pulling an individual's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability.

If the need for the service animal is not apparent, college personnel may only ask the following of service animal owners:

- a. Is the service animal required because of a disability?
- b. What work or task has the animal been trained to perform?

If the owner states that the animal is required because of a disability and that the animal has been trained to do work or a task for the owner, then the service animal must be admitted. (See Section H for areas where a service animal may be excluded.) If there is any doubt that an animal is a service animal, college personnel should admit the animal and then consult with the student access coordinator regarding future access.

Misrepresentation of a service animal can incur a penalty up to \$500.

Service animal owners must not be asked about the nature of their disability or for medical documentation of it, except as provided in Sections I and J below. Owners may not be asked for a special registration, identification card, license, or other documentation that the animal is a service animal, or to demonstrate the animal's ability to perform work or tasks.

## **2. College Assistance**

Service animal owners are not required to register their service animal with the college. Service animal owners, including students and guests, who regularly access college buildings are encouraged to contact the WVC Student Access Office or Human Resources (see Section L). The student access officer or human resources office can then assist the owner by providing advance notice to college personnel, such as faculty, advisors, building coordinators, etc., that the owner and service animal are entitled to access. Employees with service animals should follow the process outlined in Section J.

## **E. SERVICE ANIMAL OWNERS' RESPONSIBILITIES**

Service animal owners are responsible for complying with:

1. Keeping the service animal under their direct control at all times, such as by a harness, leash, or other tether; however, if the use of a harness, leash, or other tether interferes with the service animal's safe, effective performance of work or tasks, or if the owner's disability prevents the use of such devices, then the service animal must be under the owner's control through voice control, signals, or other effective means.
2. Ensuring the service animal does not disturb or disrupt normal academic or administrative functions.

3. Immediately cleaning up after the service animal and properly disposing of the service animal's waste or other debris.
4. Preventing the service animal from entering any pond or fountain located on college premises.
5. Complying with any relevant city, county, and/or state license and leash laws while the service animal is on college premises, including the city of Wenatchee Municipal Code [5.28.150] "All dogs and cats over 6 months of age...shall have current rabies vaccination"; [5.28.015] "Any owner of a dog or cat four months old or older must obtain valid license."

The owner is responsible for damage or injury caused by the service animal.

#### **F. REMOVAL OF SERVICE ANIMALS FROM COLLEGE FACILITIES**

College personnel may only ask service animal owners to remove their service animal from college premises or from the immediate area as follows:

1. If the service animal is not under the owner's direct control or the service animal is disturbing or disrupting the normal administrative, academic, or programmatic routine, then the owner must first be given an opportunity to get the animal under control. If the disruption or disturbance continues, then the owner may be asked to remove the animal; or
2. If the presence, behavior, or actions of the service animal constitutes an immediate risk or danger to people or property, the owner can be asked to immediately remove the animal and campus security or 911 (emergency assistance) may be contacted.

If asked to remove the service animal, the owner must be offered the opportunity to return to the college premises or the immediate area without the service animal and be provided with reasonable assistance at that time to participate in the college service or program.

A service animal may only be excluded for an individual event based on its or the owner's behavior at that event. The service animal or its owner cannot be excluded from future events based on a problem at a past event, except as provided in Section G.

Owners with concerns about the removal of their service animal should contact the student access coordinator or human resources (see Section L).

#### **G. VIOLATIONS OF POLICY**

Depending on the seriousness of the animal's conduct or repeated conduct, service animals may be excluded from college property temporarily or permanently. The safety, security and emergency manager is responsible for conducting the necessary assessments regarding ongoing or permanent removal of a service animal. If a service animal is excluded, the designated disability



services offices are available to assist in evaluating reasonable accommodations for the owner.

Owners who violate this policy or disregard an instruction to remove or exclude a service animal from college property may be subject to additional penalties, including banning from any college property, or other fines or penalties under applicable city, county, or state rules, regulations, or laws. Violations of this policy by an owner who is a college student or employee may be referred for corrective or disciplinary action.

#### **H. RESTRICTIONS ON ACCESS FOR SERVICE ANIMALS**

A service animal may be restricted from specific areas of the college when consistent with other college policies, state, and/or federal laws/regulations. Examples of these areas may include:

1. Food preparation areas; and
2. Biologically sensitive or hazardous research sites.

If a service animal is restricted from certain areas, the designated disability services offices are available to assist in evaluating reasonable accommodations for the owner.

#### **I. SERVICE ANIMALS AND THERAPY ANIMALS IN COLLEGE HOUSING**

Requests to use service animals or therapy animals in college housing must be made through the appropriate housing office or designated disability services office (see Section L).

#### **J. EMPLOYEES WITH SERVICE ANIMALS**

Under board policy 500.400, "Reasonable Accommodation," college employees who require the use of a service animal in the workplace should make a request for an accommodation. For more information and to make a request for a workplace accommodation, contact the human resources office (see Section L).

#### **K. SERVICE ANIMALS IN TRAINING**

Service animals in training may be permitted, but are not entitled to the same access as service animals. Individuals wanting to use college premises for service animal training should contact the student access coordinator. Any individual bringing a service animal in training on college property is responsible for complying with this policy including Section E above.

#### **L. DESIGNATED DISABILITY SERVICES OFFICES**

Student Access Coordinator (for members of the public, college employees and students).

- Email: [cboyd@wvc.edu](mailto:cboyd@wvc.edu)
- Phone: 509.682.6854

Executive Director of Human Resources (college employees).

- Email: [rbellamy@wvc.edu](mailto:rbellamy@wvc.edu)
- Phone: 509.682.6445

#### M. COMPLAINT RESOLUTION RESOURCES

Individuals who wish to make a complaint that a college employee may have violated the college's nondiscrimination and/or non-retaliation policies, including a failure to permit access to a service animal under this policy, may contact:

A designated disability services officer listed in Section L

The [United States Department of Education Office for Civil Rights](#) (OCR)

- Email: [ocr@ed.gov](mailto:ocr@ed.gov)
- Phone: 1.800.421.3481 (Voice)

The [Equal Employment Opportunity Commission](#)

- Phone: 1.800.669.400 (Voice) or 1.800.669.6820 (TTY)

The [Washington State Human Rights Commission](#)

- Phone: 1.800.233.3247 (Voice) or 1.800.300.7525 (TTY)

Approved by the president's cabinet: \_\_/\_\_/\_\_

Adopted by the board of trustees: \_\_/\_\_/\_\_

BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#2 (information)**

CATEGORY: **CELEBRATING SUCCESS**

**Maribel Garibay – Transforming Live Nominee**

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**BACKGROUND:**

The Washington State Association of College Trustees (ACT) honors 34 community and technical college students each year at its annual Transforming Lives awards ceremony. The annual ceremony recognizes current and former students of community and technical colleges whose lives were transformed by attending their college. The winners were nominated by their college's board of trustees. From the winners, ACT selected five as keynote speakers. Each also received \$500 from the association.

Maribel Garibay, a Wenatchee Valley College student and the WVC nominee for the Transforming Lives Award, was honored at the Transforming Lives Awards ceremony in Olympia on Jan. 21.

Maribel attended with her sister, her WVC mentor TRIO Student Support Services (SSS) Retention Specialist Ivan Valdovinos and WVC President Dr. Jim Richardson.

Maribel is currently a student at WVC. She plans to graduate with her associate of arts and sciences degree this spring. 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 vertebra. When he was born, Maribel decided to apply to WVC to improve her family's life.

“I was tired of working minimum wage jobs in agriculture,” she wrote in her award application. “The feeling of submitting my admissions application was exhilarating yet terrifying. As a first-generation, low-income, nontraditional student, I knew that I would face many challenges throughout my educational journey.”

With the help of TRIO SSS, Maribel was able to juggle being a full-time student, employee, wife and mother. She applied to and won scholarships to pay for school and maintained a cumulative grade point average of 3.67. 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.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#3 (information)**

CATEGORY: **CELEBRATING SUCCESS**

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**Athletic Hall of Fame Auction – Kyle Vierck**

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**BACKGROUND:**

WVC Athletics and the entire Wenatchee Valley College family celebrated a marquee event on the WVC campus, February 1, 2019.

The WVC Athletics Hall of Fame and Follow Your Dreams Scholarship Auction welcomed 375 guests to the McGuire Student Rec Center to honor the inductions of Sheila Dresker (Longtime athletic department coordinator), Kaci Weeks (Pipkin), (2001-'03 women's basketball star), and the 1999-'00 men's basketball team. The event featured both silent and live auctions, and a paddle raise, all in the name of raising funds toward the support of student-athlete scholarships here at WVC. The event raised in excess of \$55,000 through table/ticket sales, auction games, and silent and live auctions.

Through the generous support of the Wenatchee Valley community, the phenomenal support of ASWVC and the scholarship gift from the Names Family Foundation, WVC athletics is proud to announce we were able to reach our goal of fully funding student-athlete scholarships in 2018-19.

List of Tremendous contributors to the success of the event

Danny Zavala-Managed the facility and the entire operation of logistics from event start to finish

Sean La Shier-Managed all of the IT setup and sound throughout the night

Anya Belcher, Ana Vazquez, Michelle Sadewasser, Loretta Tronson- Operated the back end of the auction, managed all the transactions

Laurel Wyatt, Katy Lafferty, Beau Kerns, and 15 student-athletes-Provided childcare for inductees' families in the gym

Rachel Goetz, Jeremy Harden, Zach Clanton, Austin Hatch, Parker Lovett, CJ Ketron, Brian Widener managed the auction games, raising approximately \$8,000 for the evening.

Mike Lantzy and entire custodial crew-exceptional support both prior to after the event

All of our student-athletes played an active role in the event, either before, after, or during.





THANK YOU  
WVC BOARD OF TRUSTEES  
MS. JACKSON



BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#4 (information)**

CATEGORY: **INTRODUCTION OF NEW EMPLOYEES**

**Introduction of New Employees: Reagan Bellamy, Executive Director of HR**

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BACKGROUND:

Reagan Bellamy will introduce new employees.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM **#5 (information)**

CATEGORY: **SPECIAL REPORTS**

**Luz Estrada, ASWVC Wenatchee President**

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**BACKGROUND:**

**UPDATES:**

- ❖ Our Senate team meets every Monday at 3:00pm.
- ❖ Senate Executive team meets Wednesdays at 1pm
- ❖ Senate Activities team meets Monday at 2pm
- ❖ Senate Ambassador team meets Monday at 5pm
- ❖ Winter Retreat went great. Both Senate teams spent time together, and were able to discuss the financial code and bylaws for next year.
- ❖ Senate has been asked to conduct a survey about the cafeteria to improve the way it serves students
- ❖ Senate will be meeting every first Friday for ongoing professional development training.
- ❖ Our Student Ambassadors have been giving tours for individuals, small group, and very large groups.

**EVENT UPDATES:**

We are very excited to say that our Safety Week event went great! There were about 30-40 students in attendance and many students asked engaging questions to all the speakers.

- ❖ Senate put together Safety Week, January 15-16th. It was a success and very educational
- ❖ Senate attend the Hall of Fame event
- ❖ Senate put together the Valentine's Day Cookie Gram event February 4th through the 7th. All funds will be going to M.E.Ch.A.
- ❖ Senate has agreed to help put together a thank you to students who served on the tenure committees.

**SENATE ACTIONS/APPROVALS:**

- ❖ Senate approved \$200 to fix phone charging stations
- ❖ Senate approved \$1000 for Phi Theta Kappa Ugly Sweater Dance Party held on December 13th
- ❖ Senate approved \$1,000 towards inter-club council for advertising purposes
- ❖ Senate approved CAMP's use of the Rec Center for their leadership conference
- ❖ Senate approved \$600 for Valentine's day cookie gram event
- ❖ Senate approved the use of the main sound system for the Hall of Fame event
- ❖ Senate approved \$10,000 for Black History Month event
- ❖ Senate approved \$2,596 for Machining club to attend the Northwest Machining expo.
- ❖ Senate approved \$1,000 for an Earth Day event in April
- ❖ Senate approved \$7,000 for M.E.Ch.A to go to nationals at UCLA
- ❖ Senate approved \$5,815 for the Rec Center to buy a new treadmill
- ❖ Senate approved the use of the Rec Center for the Touch a Truck event on May 18th
- ❖ Senate approved \$10,000 for the Fishing Derby event on May 22nd

**UPCOMING EVENTS:**

Senate is thrilled to continue putting on educational and diverse events for our students.

- ❖ Black History Month event February 21<sup>st</sup>
- ❖ College Planning Day March 25th
- ❖ Stand Against Racism event April 25<sup>th</sup>
- ❖ International Day May 9th
- ❖ Fishing Derby May 22nd
- ❖ Thank you event for students that served on Tenure Committees

BOARD MEETING: **February 20, 2019**

AGENDA ITEM **#6 (information)**

CATEGORY: **SPECIAL REPORTS**

**Adrian Carrillo, ASWVC Omak President**

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BACKGROUND:

**January:**

- January 7<sup>th</sup> 25 tickets were purchased to Kid Ace: Magician at the PAC February 22<sup>nd</sup>.
- Student Government put on a Hot Cocoa Social on January 16<sup>th</sup> to welcome students back to school and an opportunity to meet Shannon Statler the new Student Government Program Assistant.
- January 19<sup>th</sup> Wenatchee and Omak senate joined together for a retreat in Manson. Exercises were performed to build leadership skills. Both Campus reviewed bylaws/financial code and will be meeting up in February to discuss possible changes.
- January 26<sup>th</sup> Roller Skating event at the Okanogan County Agri-Plex went great! We got tons of positive feedback from the participants who attended. College Bound students volunteered at this event and up to 150 -200 people attend this event. Participants also brought toiletry items for the Okanogan Community Homeless Shelter.
- January 26<sup>th</sup>- Science Club went on a sleigh ride at Sun Mountain Lodge and had dinner at this event.
- January 27<sup>th</sup>- Snow@O Nursing Club went to Nurse Advocacy Camp and met with legislatures and discussed issues that pertained to the nursing and health care profession in Olympia. The Lieutenant Governor also spoke on the importance of the nursing profession and community with our legislatures.
- January 31<sup>st</sup>-February 20<sup>th</sup>- ASWVCO Student Government and the Mirage Theatre is sponsoring the 16<sup>th</sup> annual Film Festival with a great line up of 7 films. Students are able to attend (with one friend) free with their current ASB card.
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**February:**

- February 11- This is an initial Phi Theta Kappa meeting for eligible students. Peter Donahue and Will Kraske are the club advisors.
- February 15<sup>th</sup>- Meeting has been set up with ASWVC/ASWVCO officers to continue to discuss the Financial Code.
- February 15<sup>th</sup>- Student Government will begin working on 2019-2020 student government budget with Director of Operations Kevin Gonzales.
- February 14<sup>th</sup> Student Government will be putting on a Valentine's Day Event. We will be playing movies from 8am to 6pm in the Student lounge. From 1pm-3pm. The Okanogan County Support Center will have a table set up with brochures on tips for healthy Relationships. At this time Student Government will have a chocolate fountain set up for students to dip their strawberries, marshmallows, or pretzels provided by Student Government.
- February 18<sup>th</sup>- Red Road Association is sponsoring an Indigenous Art Panel with local artists Cheryl Grunlose, Smoker Marchand and Georgina Bagoni from Seattle.

**Upcoming events:**

- Discussion with Luz Estrada, ASWVC President on bringing in a suicide prevention speaker coming to speak in March
- March 4<sup>th</sup> Student government is hosting Living Voices for Women's Hear My Voice "Fighting for Women's Right to Vote event as part of Women's History Month.
- April 24<sup>th</sup> will be the Stand Against Racism event from 10am to 2pm. We are currently having meetings with the Stand Against Racism committee in Wenatchee for this event.



BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#7 (information)**

CATEGORY: **SPECIAL REPORTS**

**Patrick Tracy, AHE President**

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**BACKGROUND:**

Being an alumnus of the University of North Dakota where current daytime highs range from 0 to -35, I love the current weather we are experiencing in Wenatchee. Finally, some kind of winter has arrived! Walking from one building to another without a coat certainly gets my blood pumping and therefore ready for class.

It looks as though the AHE and administration have agreed on a start date for negotiations. It seems like we have been working to get this point forever, mainly due to the postponement of negotiations last year. Nonetheless, I think everyone is looking forward to working on how faculty and administration can work better in the future.

I would like to recognize Holly Bringman's appointment to the Dean of Liberal Arts & Sciences. Word has it that faculty and Holly are working well together. I know my interactions with her as AHE president have been very positive, so I wish her all the best in her position.

I have not been keeping track of the status of faculty members making appearances before the Board in order to show what their programs and areas are doing. It seemed as though the Board and faculty were very interested in this, so I hope this is happening to the benefit of all.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#8 (information)**

CATEGORY: **SPECIAL REPORTS**

**Michael Nelson, WPEA Chief Shop Steward**

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**BACKGROUND:**

Ladies and Gentleman of the board, WPEA has presented a report to the board November 2018 for which we have had no reply.

Over the course of the last three month WPEA and its members have filed two grievances.

The first was filed October 15th in regard to violations of the collective bargaining agreement concerning leave accrual. Initially the administration denied any mistakes in the accuracy of leave accrual accounting. After review by WPEA and OFM it was found there were errors in the accounting system. The administration has made the necessary corrections and the grievance was resolved.

The second is a grievance filed January 17th 2019 for violations of WVC internal polices and agreements with the union regarding health and safety procedures related to biological materials acquisition, use, and storage in the labs.

WPEA has made several requests for public records and have been able to conclude from those records there are indeed violations of 1300.320 by faculty members which have been knowingly and willingly allowed by WVC administration.

BSL1, BSL2 biological material were acquired from Central Washington Hospital without following the policy and procedure of 1300.320 or keeping record of the acquisition. It appears to WPEA this was intentional to keep WPEA from finding out.

WPEA has been able to conclude from the records, the professional and independent third party reviews under 1300.320 are neither professional nor independent.

WPEA and its members find it unacceptable those issues of safety and health continue to be in question.

WPEA is still hopeful of a resolution to this grievance, but we are currently making plans to address this in an entirely different way.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#9 (information)**

CATEGORY: **STAFF REPORTS**

**Brett Riley, Vice President of Administrative Services**

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**BACKGROUND:**

**Administrative Services**

- Administrative Services will be making a final determination concerning an integration of the Emergency Operations Center (EOC) into the Well Hall Replacement project by February 12<sup>th</sup> when we will be meeting with the Chelan County Commissioners.

**Budget & Internal Auditing**

- Result of the first PIRC (internal audit) will be presented to Cabinet on February 12<sup>th</sup> and presented to the Board at the February meeting.
- The 2019-2020 Fee schedule is out for review and revision by institutional stakeholders and will be presented to the Board at the March meeting.
- Budget and Administrative staff have kicked off 2019-2020 budget development season.

**Fiscal Services**

- The 2016-17 financial statement audit is complete. The onsite work for the 2017-18 audit is also complete. At this time, we are not expecting any findings for either the College or the Foundation. The State Auditor's Office (SAO) is currently looking at holding an exit interview with campus leadership around the 20<sup>th</sup> of February. Date to be determined.

**Facilities**

- Wells Hall- The design and development (DD) process is complete. Facilities and Administrative Services staff will be working with the architects to select finishes by the end of February and finalizing construction documents in the next couple months.
- Fifth Street Monument Sign- Complete.
- Minor Works-
  - Sexton Chiller replacement project is complete with a few minor checklist items remaining.
  - Roof Repairs will commence in the spring as weather permits.
  - Misc. Office Space- We are converting or upgrading multiple spaces on campus to serve as faculty offices around campus. This project is ongoing and will continue into summer.
  - We are currently reviewing our OCR compliance audit recommendations and developing a schedule to complete projects with the one-year requirement.

**Safety and Security**

- Symplicity training is complete. We will inform the Board when the program has been released to the campus community.
- Security staff are currently working on a security plan for Sage Hills Church when the College begins offering classes on their campus.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#10 (information)**

CATEGORY: **STAFF REPORTS**

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**Quarterly Financial Report: Brett Riley, Vice President of Administrative Services**

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BACKGROUND:

**BALANCE SHEET ASSETS**

Investments are decreased because WVC borrowed the endowment funds that were invested in the LGIP from 11/14/18 through 1/17/19 due to an oversight in cash management. The funds were repaid, plus interest, on 1/22/19.

**LIABILITIES**

Accrued liabilities are increased because of the payable due LGIP for the borrowed endowment funds.

**STATEMENT OF INCOME**

The Revenue in Excess of Expenditures is a positive \$467,367.41 and that includes accrued expenditures.

**WENATCHEE VALLEY COLLEGE  
CONSOLIDATED STATEMENT OF INCOME  
2nd Qtr FY1819  
December 2018**

REVENUES AND OTHER INCOME		
STATE ALLOCATIONS		
	001	7,651,845.72
	WRT	342,808.00
	08A	1,391,451.05
	489	-
LOCAL RESOURCES		
	145	2,757,825.12
	148	1,172,163.94
	149	3,818,574.51
CAPITAL FUNDS		
	147	-
TOTAL REVENUE AND INCOME		<b>17,134,668.34</b>

COSTS, DEDUCTIONS, AND EXPENDITURES		
STATE ALLOCATIONS		
	001	(7,651,845.72)
	WRT	(342,808.00)
	08A	(1,391,451.05)
	489	-
LOCAL RESOURCES		
	145	(1,084,893.89)
	148	(1,145,878.25)
	149	(5,050,348.12)
CAPITAL FUNDS		
	STATE CAPITAL	
	LOCAL CAPITAL	(75.90)
TOTAL COSTS, DEDUCTIONS, AND EXPENDITURES		<b>(16,667,300.93)</b>
REVENUE IN EXCESS OF EXPENDITURES		<b>467,367.41</b>

*Handwritten signatures and date: 2/11/19*

**WENATCHEE VALLEY COLLEGE**  
**BALANCE SHEET**  
**2nd Qtr FY1819**  
**December 2018**

**ASSETS**

<b>CASH</b>			
CASH ON DEPOSIT	3,856,368.11		
OTHER - CHANGE FUNDS	2,360.00		
SAVINGS - US BANK	<u>125,009.41</u>		
<b>TOTAL CASH</b>		<b>3,983,737.52</b>	
<b>INVESTMENTS</b>		<b>8,481.58</b>	
<b>ACCOUNTS RECEIVABLE</b>			
CURRENT RECEIVABLES	1,186,878.47		
ALLOW UNCOLL REC	(45,113.04)		
INTER/INTRA GOV REC	4,049,607.41		
LONG-TERM RECEIVABLE	<u>555,372.59</u>		
<b>TOTAL ACCTS RECEIVABLES</b>		<b>5,746,745.43</b>	
<b>INVENTORIES</b>			
GEN LONG-TERM OBLIG		11,050,470.01	
LAND		1,372,427.00	
BUILDINGS		43,952,256.72	
IMPR OTHER THAN BLDG		296,934.09	
FURNISHINGS & EQUIP		739,183.75	
LIBRARY		<u>84,075.90</u>	
<b>TOTAL ASSETS</b>			<b>67,234,312.00</b>
		<u>1,120,193.74</u>	

**LIABILITIES AND FUND BALANCE**

<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
PAYABLES	(387,481.63)		
ACCRUED LIABILITIES	(1,109,638.42)		
INTER/INTRA GOV PAY	(4,234,926.38)		
CURR INSTAL&LEASEPAY	(439,000.00)		
OTHER CURR LIAB	<u>(870,777.80)</u>		
<b>TOTAL CURRENT LIABILITIES</b>		<b>(7,041,824.23)</b>	
<b>LONG-TERM LIAB</b>			
LT INSTALL&LEASE PAY	(8,796,000.00)		
OTHER LONG-TERM LIAB	<u>(2,420,238.78)</u>		
<b>TOTAL LONG-TERM LIABILITIES</b>		<b>(11,216,238.78)</b>	
<b>TOTAL LIABILITIES</b>		<u>(18,258,063.01)</u>	
<b>FUND BALANCE</b>			
REVENUES	(13,282,390.66)		
CASH CUSTODY - TREAS	(8,912,045.27)		
ENC,EXPEND/EXPENSES	<u>4,419,182.56</u>		
<b>TOTAL FUND - NON EQUITY</b>		<b>(17,775,253.37)</b>	
<b>FUND EQUITY ACCOUNTS</b>			
FUND BALANCE	578,696.89		
OTHER	<u>(31,770,736.57)</u>		
<b>TOTAL FUND EQUITY ACCOUNTS</b>		<b>(31,192,039.68)</b>	
<b>TOTAL FTE'S</b>	(8,955.94)	<u>(8,955.94)</u>	
<b>TOTAL FUND BALANCE</b>		<u>(48,976,248.99)</u>	
<b>TOTAL LIABILITIES AND FUND BALANCE</b>			<u><b>-67,234,312.00</b></u>

*[Handwritten Signature]* 2/11/19

BOARD MEETING: **February 20, 2019**

AGENDA ITEM **#11 (information)**

CATEGORY: **STAFF REPORTS**

**Tod Treat, Interim Vice President of Instruction**

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BACKGROUND:

**Educational Achievement**

The Educational Achievement Core Theme Council and Instruction Council are reviewing Educational Achievement outcomes and metrics in preparation for the Year Seven NWCCU Self Study and Evaluation Visit.

WVC Opportunity Grant retention rate fall to spring in 2017-18 was 98%. WVC was over target (116 participants, 41 FTE target, \$279,412 Allocation).

**Support for Learning**

Math, Engineering, & Science Achievement (MESA) are expanding offerings of Academic Excellence Workshops (AEW). AEWs are structured peer tutoring sessions that utilized problem solving worksheets to help students prepare. Participants in AEWs see significant jumps in their scores due to the collaborative efforts of faculty and AEW facilitators.

**Responsiveness to Local Needs**

WVC is preparing visits to area K-12 districts to promote TAG, CTE in the High School, College in the High School and to solicit participation on WVC's Para Educator Advisory Board (PESB) in support of our BAS in Teaching.

**Diversity and Cultural Enrichment**

In February, Dean Bringman and VPI Treat will attend a train the trainer workshop sponsored by the State Board for Community and Technical Colleges to build Transparency into Learning and Teaching (TILT). This professional development will be offered to pretenure faculty and adjunct faculty to provide reflection and practice on how to make assignments that are more clear and in which criteria for successful grades are better explained to first generation and underserved students.

**Continuous Improvement**

In late January, Deans, Chairs, and Program Directors met to build Principles, Commitments, and desired Outcomes for an Annual Schedule. As an example, faculty and other schedule stakeholders agreed that an annual schedule will remove barriers to students taking increased credit loads by, (a) ensuring there are not course conflicts between associated courses (those a student is likely to be taking at the same time in a particular degree or program path), (c) and attempting to schedule associated courses in adjacent timeslots and complementary locations. Everyone is cooperating in efforts to build a schedule that meets student program progression needs.

**Sustainability**

Faculty position requests have been identified from Division and Department Area Plans, discussed and prioritized in DeanTeam and advanced to Cabinet for consideration. Efforts are being made to prioritize based on student demand, fulltime/part-time ratios, and success impact.

## Instruction Division for Wenatchee Valley College Board of Trustees Report February 2019

	Division	Division	Division	Division
<i>Instructional Goals</i>	Allied Health	LAS/BS	IT & Library	Workforce Ed
<b>Sustainability: Create a learning environment that embeds sustainable practices and philosophies. [This is to include reduction of consumables, as well as a curricular focus.]</b>	No new updates.	Currently working with various courses offering field trips to audit and adjust field trip fees to ensure full recovery of costs associated with trips. Combining adjunct positions in favor of FT positions in various departments and reduce instructional costs.	Technology worked with Facilities to install new equipment and furniture in several classrooms – designs allow more kinds of instructional activities.	As a way to diversify revenue, Continuing Education has partnered with a firm in South Korea to certify an noncredit TESOL Online program to Korean elementary and secondary teachers. Students must complete 180 hours within 6 months, 80% pass rate on all exams. Total students as of January: 75 Completers: 32
<b>Increased Retention and Completion: Increase Quarter to Quarter &amp; Fall to Fall Retention Rates; Increase Program Completion Rates. A component to this goal is to focus on improving transitions for all students.</b>	No new pass rates or completion rates to report. Post-graduation surveys sent to employers and nursing graduates for feedback.	Collaborating with faculty and division chairs on annual schedule to ensure students have ease of access to pathways for completion of their degrees. Attending TILT training in February and hope to implement with probationary and adjunct faculty in an effort to increase student success and retention.	No new update.	WVC Opportunity Grant retention rate fall to spring in 2017-18 was 98%. WVC was over target (116 participants).
<b>Program Growth &amp; Development: Review and analyze all programs offered; program development planning and implementation; assessment cycles of our programs and assessment of student learning outcomes.</b>	MA Apprenticeships in final stages (contracts being signed) Pharm Tech program advisory meeting weekly with curriculum to curriculum committee this month tentative fall start.	Continued work with faculty on PLO's has proven successful. The math division has already begun creating assessment methods for the outcomes they created earlier this year.	Had first meeting of newly reconstituted Library Advisory Committee.	<ul style="list-style-type: none"> <li>•Met with high school teachers and Nancy Spurgeon to renew the articulations for Early Childhood Education to insure that the high school CTE students are receiving the rigorous college curriculum and earning WVC credit. The result is that the articulations have been renewed with Cashmere High School, Cascade High School, Wenatchee High School, Eastmont High School.</li> <li>•Met with WorkSource to discuss a new College &amp; Career Readiness Certificate which can be accessed by folks re-entering from incarceration at Chelan County Jail. Curriculum will either be based on office skills or on skills for employment in the trades.</li> </ul>



## Instruction Division for Wenatchee Valley College Board of Trustees Report February 2019

<p><b>Strategic Enrollment: Offering a comprehensive annual schedule that promotes student access and success.</b></p>	<p>Annual schedule in place for all allied health programs. Working collaboratively with other departments to lessen scheduling conflicts and ensure course offerings as needed.</p>	<p>Scheduling for completion.</p>	<p>Participated in a planning meeting for the annual calendar.</p>	<ul style="list-style-type: none"> <li>• Continuing Education met with both the Wenatchee School District After School Programs and a new partner, the Wenatchee School District Migrant Program to develop both STEM/STEAM and enrichment programs over the summer. This will be our 5th year of programming for the After School Program, 3 weeks during June and July, hosting potentially 180 students. The Migrant Program has asked us to develop 5 weeks of programming for elementary age students (60 participants) and 2 weeks of programming for middle school age students (60 participants).</li> <li>• CE participated in the Summer Camp Fair at Pybus Public Market this weekend promoting open enrollment summer programs offered to elementary and middle school students over the summer quarter. 12 camps will be offered in 2019.</li> </ul>
<p><b>Advising: Engage the college community in the conversation around guided pathways and create a strategy for the next two years.</b></p>	<p>Participating on Feb. 7<sup>th</sup> with group advising being organized by Angie Russell with multiple departments being represented (feels like guided pathways).</p>	<p>Livia Millard and Tria Skirko are participating in the Mandatory Advising pilot, a part of the larger Guided Pathways effort. For Spring Advising they are offering two group advising sessions open to their advisees with 29 and below college level credits, they are also contacting each advisee personally to let them know that they will need an appointment with their advisor and a pin number to register this quarter.</p>	<p>Participated in planning for new group advising session for Feb. Advising Day.</p>	<ul style="list-style-type: none"> <li>• Presented at February 4th Apple STEM Network about grants for workforce education students: WRT, Opportunity Grant, BFET and WorkFirst. Dr. Walter and Dr. Ramaswamy also presented on the BAS-ET and developing BAS programs.</li> <li>• Riva Morgan serves on the Pathway Articulation Steering Team for computer science, through Apple STEM and funded by Microsoft. Other partners are CWU, Big Bend CC, Quincy School District and Wenatchee School</li> </ul>

**Instruction Division for Wenatchee Valley College Board of Trustees Report February 2019**

				<p>District. We have been working with the Microsoft-sponsored TEALS Intro to Programming curriculum for articulation in a meaningful pathway to transition students interested in computer science through the community college to the university. The high school program is a CTE program. We are having a summit on February 19th. I will be a co-presenter with Big Bend, and different sessions with Wenatchee School District.</p>
<p><b>Increased Communication: Continue to communicate regularly about Instruction Division goals, progress, and challenges with external and internal constituents.</b></p>	<p>Communication via CTC, IC, CC, deans, department and director meetings.</p>	<p>No new update</p>	<p>No new update.</p>	
<p><b>Improving Transitions: Adult Basic Education and Single Point of Entry for all WVC Students.</b></p>	<p>No new update.</p>	<p>Kestrel Smith, Peter Donahue, and Tria Skirko are planning a trip to Nesperlem March 1<sup>st</sup> to chat with the full HS21+ cohort about the AIIS program, English courses, and library resources.</p>	<p>No new update.</p>	<p>Adult Basic Education has been very active in state and regional efforts in January.</p> <p>Tacoma-Bates TC January 2019. Brent Carter, WVC's Director, is on the Executive Committee of this group.</p> <p>WIOA-One Stop Meetings in Omak.</p> <p>DOC Re-entry meetings Moses Lake, Omak, and Wenatchee. (North Central Region Partnership for Transition)</p> <p>SBCTC Directors training, SBCTC-WABERS (WA state student tracking software) Training Olympia.</p> <p>SBCTC-CASAS Training-Olympia</p> <p>SBCTC-State Libraries/HS21 Planning Meeting-WVC</p> <p>SBCTC-Ability To Benefit/Student Financial Stability Summit, SeaTac</p>

**Instruction Division for Wenatchee Valley College Board of Trustees Report February 2019**

<b>2018-19 Hiring Plan: Develop a collaborative plan for hiring staff/faculty based on need and budget. Commitment to retention of staff and faculty through foundational activities and communication like new faculty orientation and workshops, onboarding materials, outreach to adjunct faculty, etc.</b>	Currently advertising for full time RT director. Personnel requests for 19-20 discussed in deans last week for presentation to Cabinet this week.	Creating a few cabinet approved FT tenure track positions in departments over utilizing adjuncts.	No new update.	
<b>Budget Planning: Increased attention and understanding to all budgets within Instruction (inclusive of grants and Foundation support).</b>	Budget discussions and involvement increasing with collaborative efforts with Brett and Joanna.	Continued conversations regarding course fees to support instructional needs. Evaluating need for stipends/compensation for faculty working on important tasks at the college, outside of their current assignment.	No new update.	Continued conversations regarding course fees to support instructional needs.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM **#12 (information)**

CATEGORY: **STAFF REPORTS**

**Chio Flores, Vice President of Student Services**

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BACKGROUND:

### **ATHLETICS**

- WVC Athletics Hall of Fame Induction & Follow Your Dreams Scholarship event was held on February 1 at the Maguire Student Recreation Center. Tables \$500 each, individual tickets \$75. Evening included catered meal, drinks, silent and live auctions and brief program.
- Men's basketball is off to 0-3 start in conference play, despite playing an exciting brand of basketball above the rim. Knights have struggled on defense thus far, but look to right the ship with a stretch of 5 games in 10 days.
- Women's basketball season has been phenomenal thus far, off to a 3-0 start in conference play and looking to lay claim to a postseason berth as the season progresses. Women's team posted a fall quarter team GPA of 3.27.
- Men's soccer coach Peter Osborn has resigned to spend time with family and career. Search for replacement will soon begin.
- Baseball and Fastpitch continue preparing for upcoming season in nearby Washington National Guard facility. Exploring a partnership with Wenatchee H.S. to use their indoor facility for winter batting needs.

### **CAMP**

- Grant rewrite is progressing, hope to have at least two sections completed prior to RFP which went live on February 8. Letters of support from community partners are being received.
- WVC will host Northwest CAMP Consortium leadership conference for approximately 400 CAMP scholars, hosted between 14 Northwest institutions on April 27 and 28
- Over 56% of CAMP students earned above a 3.0 for fall quarter. 14 students are on Academic Recovery plan this quarter
- Taking 20 students to Central Washington University February 7 (cancelled due to the 2/6 active shooting on CWU main campus); taking 10 students to UW Pre-Health Conference January 26. Over past four years, students have gained hands-on exposure to pre-medicine and dental careers
- Outreach and recruitment visits continue to be scheduled this quarter; total of 40 events reaching 5,436 people
- Hired ten Transfer Mentors to mentor 23 current WVC and former CAMP participants who plan to transfer in the Fall
- 120 CAMP applications have been distributed for 2019-2020; 10 applications have been received and interviews will begin for next year

### **COUNSELING**

- Met with 18 readmission petition students (students suspended academically) during first two days of quarter. Two readmissions were denied for lack of academic progress
- Four workshops scheduled for Wenatchee campus for winter quarter: Winter Blues and Depression - January 17; Stress Management - February 5; QPR Suicide Prevention - February 21; Growth Mindset - March 7
- Through the Knights Care Fund and Biella Foundation Scholarship, 17 students have been helped as of January 1. Students sought assistance with tuition, books, housing and gas
- Knights Kupboard received \$435 in gift card donations from WVC Holiday Party, and a box of winter coats collected by Student Senate. During November and December, 75 students were served through the Kupboard
- The Knights Kupboard Food Drive Contest has been scheduled for 2/1-2/22

### **CAMPUS LIFE, EQUITY & INCLUSION**

- Senate retreat - January 18-20 in Chelan. Students are working to update financial code and by-laws
- Events: Safety Week - January 15-16; MLK speaker - January 24; Black History Month events being planned by Senate; First Generation Banquet - February 28; MEChA Taco Tuesday fundraiser - January 22; Stand Against Racism - April 24 (Omak), April 25 (Wenatchee); new Omak Completion Coach began on 2/1

### **CAMPUS LIFE, EQUITY & INCLUSION (continued)**

- Johanna Hamilton, International Program, is planning Korea trip for March. A Coming of Age event for international students was held January 14 - a traditional Japanese celebration
- Residence Hall is completely full; hired one new RA for winter quarter. Purchasing new garbage cans in an effort to have students be more clean
- Student Recreation Center events: Staff b-ball games Thursdays at noon; pick-up basketball Tuesdays and Thursdays at 5:00 p.m.; basketball league for Winter quarter
- New volleyball/multi use net is up; rackets donated for pickle ball

### **STUDENT SERVICES**

- 101 students attended five new student advising and registration sessions this quarter; 25 opted for OAR (online option). Total of 126 new students for Winter quarter (3 less than last Winter)
- Completion Coach Yadira Oregon received 259 Just In Time alerts during Fall quarter
- 74 accommodation testing appointments this month, 45 of which were during finals week. Total of 128 students approved for accommodations for Fall quarter (total of 102 last Fall)
- Amy Olson in Career Center met with 54 students; 38 were work-study related. She met with Eastmont School District librarian to identify contacts for placing work-study students in positions that tutor reading for children. She also attended two community Business Services Partner meetings at Work Source
- Amy Olson and Yadira Oregon traveled to Grand Canyon University in Arizona with several other Washington community college colleagues for adviser/transfer event to learn about the university's offerings and services
- Financial aid office has begun archiving 2013-2014 records using OnBase. Once the process is working well, Registration will begin archiving
- Symplicity training is going into week six, covering Clery, security reporting, and fire drill reporting. Still projected to go live some time in February

### **TRIO/SSS**

- Program participants are 122/140; working to fill all 140 spots available. Participant numbers changed due to some personal, medical, and academic student requests. Outreach efforts to fill remaining spots continue
- Tutoring services continue to be offered at both sites during winter quarter. Services remain popular, especially for those taking math. Hiring one tutor for Wenatchee site
- Tabling across campus and visiting classrooms for short presentations continue
- Student appointments have increased; walk-in hours are provided and structured to allow for working with more students on a variety of topics
- Workshops/Transfer Visit calendars were created. Offering three workshops for students at both sites in January
- Will be working with Wenatchee School District on volunteer opportunities for National TRIO Day
- Staff looking forward to attending Washington State TRIO Civic Leadership Conference in March, anticipate taking students from both sites to participate

- BOARD MEETING: **February 20, 2019**

AGENDA ITEM           **#13 (information)**

CATEGORY:             **STAFF REPORTS**

**Jim Richardson, President**

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**BACKGROUND:**

**Programs Overview**

- At a meeting at the Confederated Tribes of the Colville Reservation's Government Center, we discussed the current state of the American Indian Indigenous Studies program being developed in coordination with the University of Washington. We talked about programs that the Tribes might have a need to be offered in Nespelem. We also talked with 8-12 tribal employees who have their master's degrees who are interested in teaching for the college in Nespelem. Shandy Abrahamson has been hired as the college's Director of Tribal Relations. She reports directly to the president.
- WVC continues to work on BAS degrees in Teaching (K-3, Special Ed) and Data Analytics. The teaching degree is tentatively on track to enroll students in the fall of 2019. Other BAS degrees under consideration are in the business/entrepreneur area and agriculture.
- The natural resources and outdoor recreation management degrees are under review for revisions because of low enrollment in the programs.

**Policy Overview**

- At the federal level, we continue to monitor the progress of the renewal of the Higher Education Act: Sen. Lamar Alexander, R-Tenn., outlined his hopes for reauthorizing the Higher Education Act, a wide-ranging law that covers federal financial aid and resources for colleges and universities, among other things.
- Alexander is chairman of the Senate Committee on Health, Education, Labor and Pensions. At the conservative American Enterprise Institute, Alexander said he wants to simplify the FAFSA — the Free Application for Federal Student Aid, which millions of students fill out each year. Among other things, he proposed cutting down the number of questions on the application.
- Alexander also recommended revamping the ways in which students repay federal student loans. He also proposed a new accountability system for colleges, which he described in a New York Times op-ed: "If too many students aren't repaying [their loans]," Alexander wrote, "then that program could lose its ability to enroll students with federal financial aid."

**Facilities Overview**

- The design process for Wells Hall replacement continues on track for finishing in time to move to the construction stage when the legislature approves capital funds for the next biennium. Demolition and then construction would begin in the late summer of 2019. Plans are being made to relocate the classes now taught in Wells Hall to either temporary portables or other facilities, including Sage Hills Church across Fifth Street. Parking (free) would be included in the lease.
- The remodel of the locker rooms is finished and the donors who made the project possible will be honored at an upcoming home basketball game.
- The new "monument sign" for the college on fifth street has been unveiled. The sign reflects the college's origins as the stone pillar matches the two pillars at the street that mark the old driveway to the Wells House.

**Finance Overview**

- Joanna Tepley continues her P.I.R.C. financial analyses of departments on campus and the first report will be explained during the work session.
- Cabinet is considering the budget for 2019-2020 as the legislative session moves forward. Early analysis makes it look promising for CTCs to receive better funding this biennium.
- Maybe the most important message about the SBCTC system request for better compensation for CTC employees to the legislature is to fully fund the amount we receive. In the past two biennia, the legislature has given COLAs but only funded them at 65%. This means the colleges must find the other 35% of the COLA in limited local budgets.

## Other

- I continued to work with system presidents and chancellors at WACTC. The system needs to speak with one voice. We need to be able to explain how the system “asks” will help WVC (local colleges).
- Attended the ACT Transforming Lives dinner in Olympia with our awardee, Maribel Garibay, her sister and Ivan Valdovinos, TRiO retention specialist who accompanied them to Olympia. Carli Schiffner also joined our table for the ceremony.
- I continue to meet with Rachel Evey, the interim executive director of the WVC Foundation, the Foundation executive committee, and full board. Brett Riley presented to the full foundation board on the Wells Hall replacement project for which they are considering a capital campaign.
- I also continue to meet with the WVC-Omak Foundation. They are planning an early summer fund raiser.
- Met several times with Stacy Luckensmeyer about economic development issues and Our Valley, Our Future progress. Discussed the progress of the training contract with Confluence Health and their need for on-going training. Also discussed opportunities with the Washington State Commerce Department that may be a good fit for WVC and the region.
- Traveled to Olympia with Rachel Evey and Stacy Luckensmeyer to visit Alaffia, a company started by a WVC “alumnus.” Their charitable work in Togo is at the foundation of all they do at the company.
- Working with Reagan, Tod and Brett on negotiations preparations. We are prepared, but wait for the finalization of meeting dates with the faculty.
- Continue to meet with Tod, Ty and Violetta Martin to work on the Year-7 NWCCU accreditation report. The report will be finished and ready for final review in February.
- Met with the new executive director of the WV Museum and Cultural Center, Keni Sturgeon and their board president Linda Hagland about cooperation with regard to the Wells House.
- Met with the GWATA innovators award winning robotics team (and a parent and teacher) from Foothills Middle School. They toured the college, sat in on engineering and electronics classes, and also visited the MESA Center.
- Met with Nancy Warner about IRIS and future NCW Success Summits. WVC continues to sponsor IRIS and the events, as well as participates in them each year.
- Attended the Athletic Hall of Fame event at the James and Edna Maguire Student REC Center.

BOARD MEETING: **February 20, 2019**

AGENDA ITEM: **#14 (Action)**

CATEGORY: **ACTION**

**Mission Fulfillment and Core Theme Indicator Report: Ty Jones, Exec. Dir. of Institutional Effectiveness**

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BACKGROUND:

The Northwest Commission on Colleges and Universities (NWCCU, 2017) Accreditation Standard 1 and Standard 5 require that institutional governing boards be actively involved in monitoring the institution, making sure the institution's mission is being fulfilled and its core themes are being addressed. Standards 2 & 5 require that the board have a policy that defines mission fulfillment or takes an action that states the college has met its burden to fulfill its mission.

In the January 16, 2019 board work session, the board was presented with the 2017-18 Mission Fulfillment and Core Theme Indicator Report. The report showed that the college had scored 71 points of the 78 points available (91%) on its success indicators and rated an "A-" grade in evaluating the Wenatchee Valley College's mission fulfillment. Most institutions consider any grade level of "C" (75%) or better to constitute a college meeting its mission.

As there is currently no policy in place for defining mission fulfillment, and in order to meet the accreditation standards, the board needs to formally accept the 2017-18 Mission Fulfillment and Core Theme Indicator Report and declare that the college has, in its opinion, met the requirements for mission fulfillment for that academic year.

**Recommended Motion:**

That the board accept the 2017-18 Mission Fulfillment and Core Theme Indicator Report and further resolve that Wenatchee Valley College met its responsibility to fulfill its mission for the 2017-18 academic year.





***Mission Fulfillment and  
Core Themes***

***2017-18 Results***

## **Mission Fulfillment and Core Themes 2017-18**

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2017-18 academic year.

### **Mission**

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.

### **Core Themes**

#### **Educational Achievement**

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.

#### **Support for Learning**

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.

#### **Responsiveness to Local Needs**

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.

#### **Diversity and Cultural Enrichment**

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 multiculturally rich perspectives through curriculum, educational programs, and special events.

## Mission Fulfillment 2017-18

### 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
<b>Total</b>	<b>39</b>	<b>71</b>	<b>78</b>

### Educational Achievement Score: 100% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Progress	9	18	18
Student Transition	8	16	16
<b>Total</b>	<b>17</b>	<b>34</b>	<b>34</b>

### Support for Learning Score: 100% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Services	3	6	6
Library	3	6	6
Infrastructure	1	2	2
<b>Total</b>	<b>7</b>	<b>14</b>	<b>14</b>

### Responsiveness to Local Needs Score: 86% Grade: B

Indicators	Score	Possible
7	12	14

### Diversity & Cultural Enrichment Score: 69% Grade: D+

Indicators	Score	Possible
8	11	16

## Discussion

The intent of this Mission Fulfillment and Core Themes report is to provide a central set of benchmarks that helps Wenatchee Valley College (WVC) to assess its effectiveness as an institution of higher education and to look for areas for future development and improvement. This evaluation point is a significant step in WVC's ongoing process of evaluation, planning and improvement. The Northwest Commission on Colleges and Universities (NWCCU) requires the institutions it accredits have this type of evaluation as a regular practice in demonstrating institutional mission fulfillment (NWCCU, 2017). Further, recent scholarly research demonstrates the need for colleges to demonstrate that they are seeking to understand the quality and effectiveness of their institution. There continues 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. (Findler, et. al., 2018; Kapitulčinová, 2018; McAffery, 2018; Moore, Coates & Croucher, 2018; Martin, 2018). It is interesting to note that the discussion surrounding college indicators of achievement and improvement has become more international. It shows that WVC’s process is part of a wider movement worldwide to look for ways to assess institutional effectiveness and student learning.

This report represents an inflection point for WVC, as the college completes its current accreditation cycle and moves into a new cycle. At the start of that cycle, it will be necessary to review, evaluate and improve current indicators and benchmarks, seeking to improve how the college looks at its mission and how to fulfill it. Those reading this report are encouraged to look for more effective ways to evaluate WVC’s achievement of its mission and core themes.

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. As will be discussed later, the college has started to address this issue and will continue to look for ways to improve state-funded enrollments. 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.

Further, there were some changes made in the 2017-18 academic year in the way the college measures some of the indicators. For example, it was felt, by Cabinet and the Board 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.

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Mission Fulfillment Percent</b>	87%	89%	91%	92%	91%
<b>Institutional Grade</b>	B+	B+	A-	A-	A-

This year’s 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. This year’s summary scores show that WVC demonstrates consistent achievement of its indicators of success for its core themes and mission.

However, the summary does show that the college benchmarks may not be positioned to impel the college to higher levels of achievement. In part, this is the fault of the Director of Institutional Effectiveness, who, being new to the college, asked to freeze the college's benchmarks to allow him time to adjust to and understand the current process. However, it may be necessary to move indicator benchmarks to encourage improved performance, especially with the required review of indicators for the first year of the new accreditation cycle. There will be value in college stakeholders looking at current benchmarks and deciding on what levels will work best to demonstrate college achievement and to drive college improvement.

This year a five-year summary for indicators was added to each core theme of the report. These tables were created to meet requirements for the upcoming NWCCU accreditation evaluation. However, they should be useful for stakeholders in reviewing and assessing fulfillment of the college's mission and core themes. They should further inform discussions that are starting on indicators and benchmarks moving into the next accreditation cycle.

With all of this in mind, WVC indicators of achievement of its mission and core themes continues to meet the college's expected levels of success. The college met or exceeded the benchmark of 34 of the 39 indicators, was approaching its benchmark in two indicators and failed to meet the benchmark in three indicators. Using these indicators of achievement, WVC has met its requirements for mission fulfillment.

## Meeting Student and Community Needs

### 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 Latino and Native American employees relative to student population

## Educational Achievement Scorecard

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.

### Student Progress Indicators

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Retention	Transfer students: Fall to fall retention rate between 53% and 61%	Fall 2017 to Fall 2018 61%	●
	Workforce students: Fall to fall retention rate between 40% and 56%	Fall 2017 to Fall 2018 45%	●
	Developmental students: Fall to fall retention rate between 42% and 55%	Fall 2017 to Fall 2018 48%	●
	Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2017 to Spring 2018 19%	●
Student achievement point: 1 <sup>st</sup> 15 credits in first year	Transfer students: Point earned rate between 64% and 73%	Fall 2017 entering cohort 77%	●
	Workforce students: Point earned rate between 57% and 77%	Fall 2017 entering cohort 65%	●
	Developmental students: Point earned rate between 56% and 67%	Fall 2017 entering cohort 56%	●
Completion within IPEDS standard of 150% time (3 years for degree, 1.5 years for certificate)	Transfer students: Completion rate between 22% and 26%	Fall 2015 entering cohort 28%	●
	Workforce students: Completion rate between 20% and 54%	Fall 2015 entering cohort 29%	●

### Student Transition Indicators

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Enrollment/completion at 4-year institution	Transfer students: Percentage of students earning a degree within four years after completing AAS between 42% and 46%	587 graduates in 2014-15; 42% (246) earned awards through spring 2018	●
Employment	Workforce students: employment rate between 79% and 86% for students leaving WVC with at least 45 credits and GPA of 2.0 or higher	Students who left WVC in 2016-17: 82.1% employment	●

● = Result meets target     
 ▲ = Result is approaching target     
 ■ = Result is below target

Transition to college	Former ABE students: enrollment rate in developmental or college-level courses for students in BAEd level 4 or GED prep will be at 20 to 24%.	2017-18: 20% of students took a college level course.	●
Student Surveys	Core abilities: students' self-assessment is "Agree" or better; Average rating on Instruction items is "satisfactory" or better	Spring 2018 stud 3.52 (5 point scale) for student experience questions.	●
		2017-18 graduate surveys: average 4.34 (5 point scale) on core abilities;	●
		2017-18 graduate surveys average 3.37 (4 point scale) on satisfaction with instruction	●
External Certification	100% of programs with external exams meeting pass rate targets	Pass rates: Nursing – RN: 96% (2017) Nursing – LPN: 100% (2017)	●
		Radiologic Tech (2017) 95% Medical Lab Tech (2017) 100%	●

### Five-Year Educational Achievement Summary

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 rate between 40% and 50%	50%	53%	59%	59%	45%
		Developmental student retention rate between 42% and 55%	54%	51%	56%	52%	48%
		Basic skills student fall to spring retention rate between 19% and 28%	26%	23%	38%	32%	19%



= Result meets target



= Result is approaching target



= Result is below target



	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: 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%
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%

● = Result meets target

▲ = Result is approaching target

■ = Result is below target

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 four 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%, LPN 98%	RN 96%, LPN 100%	RN 96%, LPN 100%	RN 90%, LPN 100%	RN 96%, LPN 100%
	90% of Radiologic Tech students pass	Radiological Tech 90%, Medical Lab Tech 94%	Radiological Tech 90%, Medical Lab Tech 94^	Radiological Tech 100%, Medical Lab Tech 100%	Radiological 100%, Medical Lab Tech 100%	Radiological 95%, Medical Lab Tech 100%
<b>Possible Points</b>		30	32	32	34	34
<b>Points Earned</b>		28	30	31	34	34
<b>Percent</b>		93%	94%	97%	100%	100%
<b>Grade</b>		A-	A	A	A	A

## Discussion

In 2017-18, there were significant changes in Educational Achievement core theme indicators. While these changes did not impact scoring of the indicators, a number of indicators did move close to lower benchmark thresholds.

Retention numbers for workforce, developmental and transitional studies students declined in 2017-18. This drop can be traced directly to a corresponding drop in student enrollment in the academic year. The number of these non-transfer type students dropped nearly 5% over the prior year. When looking closely at the demographic and economic data surrounding these students, it becomes clear that this drop can be closely related to the improving economy of recent years. Also, workforce and transition type students have been shown to be less inclined to enroll in higher education in a strong economy (Slaughter, Slaughter & Rhodes, 2004). In addition, the enrollment drop likely impacted the number of students completing 15 or more credits in the first year.

A new all-college student survey was conducted in the spring of 2018. This provided new data for a number of indicators since the 2012-13 report. Most of the results were similar to those of the prior survey. However, the questions asking students about their satisfaction on their educational experience saw a visible shift from “very satisfied” to “satisfied” in the most recent survey.



= Result meets target



= Result is approaching target



= Result is below target

The employment after leaving WVC indicator has shown marked improvement from 2016 levels. Overall employment of students having completed 45 workforce-related credits with a 2.0 GPA or better remained above the 80% threshold for a second year. As employment is often a stated goal for workforce students, this improved indicator demonstrates an important educational outcome for many of WVC’s students.

**Employment After Leaving WVC**

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Est. Employment</b>	75%	75%	77%	83%	82%

Most other indicators have remained relatively static over the 2016-17 academic year. This demonstrates that WVC continues to meet thresholds for its indicators. It is difficult to tell if the stable nature of these indicators is due to the college being as successful as possible in those areas of achievement or the college having reached a plateau in its achievement. It is likely a combination of both. As President Richardson has pointed out on a number of occasions, it is hard to be satisfied with 65% retention of students. It points to 35% of students who are not achieving their academic goals. On the other side, there is not much room for improvement when 100% of students in a program pass external certification exams.

Future discussions on these indicators and their thresholds will take such issues into consideration. Another area of concern is that of actual measurement of indicators. A number of indicators face difficulties in the future in offering reliable data for assessment. Events external to WVC are impacting the college’s ability to track students after they leave the college and to measure their success in employment and at transfer institutions. Also, the move to PeopleSoft in coming years may impact the ability to provide consistent historical data for evaluation of indicators.

These concerns aside, WVC’s core theme indicators surrounding Educational Achievement continue to show the college is working well to provide educational opportunities to its students and that those students are continuing to see success that impacts their lives. It offers a strong case that WVC is working towards meeting its strategic goal of “foster[ing] an environment where students reach their educational goals and direct their own futures.”

 = Result meets target     
  = Result is approaching target     
  = Result is below target

### Support for Learning Scorecard

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.

#### Student Services Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Relationship of student development services to student progress/learning outcomes	Retention and completion for CAMP, Opportunity Grant, and Perkins participants; retention for advising center contacts	CAMP 2016-17: 1st year retention 96%; retention into 2nd year 85%	●
		<p>Opportunity Grant 2017-18: 87% of students served retained or completed</p> <p>MESA: 2017-18 retention rate was 97%. Note that this is not a full year’s retention, as the grant did not start with students in fall of 2017.</p> <p>Perkins 2017-18: 14.1% of completions; 139% of retention/transfer target</p> <p>Completion Coach: students contacted had 61% fall to winter retention, 55% fall to spring retention</p>	
Student satisfaction with services	“Satisfactory” or better on graduation survey/CCSSE/student survey	Spring 2018 student survey: average 4.28 (5 Point Scale) for student support questions	●
		2017-18 graduate survey: average 3.42 rating (4-point scale) on satisfaction with services	●

● = Result meets target      ▲ = Result is approaching target      ■ = Result is below target

### Library Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Support for student learning and core abilities	“Satisfactory” or better on biennial student survey	Spring 2018 student survey: average 3.71 on library/website support (5 point scale)	●
		2013 Library survey: Average rating 4.5 or better (5 point scale) of staff expertise, professionalism, availability (No new data)	●
		2017-18 graduate survey : Average rating of 3.27 (4 point scale)	●

### Infrastructure Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Sufficiency of facilities, technology to support student learning	Staff and student surveys – average response “satisfactory” or better	2018 Spring Student survey asked student satisfaction with facilities and technology. Questions scored 3.71 on four point scale.	●

### Five-Year Support For Learning Summary

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% grad rate, Perkins 127% of state target	CAMP 85%, Opportunity Grant 67%, Perkins 127% of state target, Completion coach 72% first year retention	CAMP 81%, Opportunity Grant 97%, Perkins 134% of state target, Completion coach 67% first year retention	CAMP 92%, Opportunity Grant 94%, Perkins 122% of state target, Completion Coach 64% first year retention	CAMP 96%, Opportunity Grant 874%, MESA 97% Perkins 139% of state target, Completion Coach 55% first year retention


● = Result meets target      ▲ = Result is approaching target      ■ = Result is below target

Student satisfaction with services	Student satisfaction with services	Student survey greater than 3.5 in average satisfaction on 5 point scale	3.6 rating	3.6 rating	3.6 rating	3.62 rating	4.28 rating
		Graduate survey satisfaction average greater than 3 on four point scale.	3.2 rating	3.2 rating	3.9 rating	3.49 rating	3.42 rating
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
		Graduate survey satisfaction average greater than 3 on five point scale.	4.5 rating	4.5 rating	4.5 rating	4.5 rating	4.5 rating
		Library survey service rating above 3 on 4 point scale	3.2 rating	3.2 rating	3.5 rating	3.62 rating	3.27 rating
Infrastructure support	Sufficiency of facilities, technology to support student learning	Student survey satisfaction above 3.5 on 5 point scale	4.2 rating	4.2 rating	4.2 rating	4.0 rating	4.4 rating
<b>Possible Points</b>			14	14	14	14	14
<b>Points Earned</b>			14	14	14	14	14
<b>Percent</b>			100%	100%	100%	100%	100%
<b>Grade</b>			A-	A	A	A	A

## Discussion

Three of the indicators for the Support for Learning core theme benefited from the conduct of the 2018 Spring Student Survey. The survey provided these indicators data for the first time in four years. Going forward for these indicators, WVC plans on conducting the Community College Survey of Student Success and Engagement (CCSSE) in 2019. From then on, the goal is to conduct a local student survey and the CCSSE every three years, with a third year for more qualitative or project types of evaluation of student success.

Most of the survey results, both from the Graduate Survey and the Spring Student Survey, had similar results to prior years' surveys. There is one exception, where students expressed greater satisfaction with the services they received in 2018 than they did in 2013. When one drills down

 = Result meets target     
 = Result is approaching target     
 = Result is below target

to specific items of satisfaction, areas around technology support and advising received significant jumps in satisfaction. Both improved their ratings by almost 15%. Most other service ratings saw improvement, but not by such large amounts. Generally, WVC students are satisfied by the service they receive from the college.

Retention rates for a variety of student service programs remained at exceptional levels when compared to the overall college's fall to fall retention rate of near 62%. In addition to these excellent retention rates, the MESA program had similar rates of retention in its first year, though the program was not fully implemented in fall quarter. One program, the completion coach program, did have a setback in 2017-18. This was mostly due to the departure of the prior completion coach in the spring of 2018, impacting the level of service while a new coach was hired and trained. The expectation is that the new completion coach will be able to quickly catch up and match the prior excellent retention numbers.

The survey question on the student satisfaction with college infrastructure, like buildings and classrooms, changed slightly from the student conducted survey in 2017. The question asked in 2018 used a different response structure ("quality" in 2017, "satisfaction" in 2018) and moved from a five-point scale to a four-point scale. These changes make comparisons between the surveys difficult. However, student response on both surveys was generally very favorable, hence the indicator was once again a "green" rating.







The Support For Learning core theme continues to meet all of its indicator benchmarks. Generally, students are satisfied with the support they receive outside of the classroom. Also, specific student programs aimed at supporting students have seen great success in retaining and fostering student achievement.

As mentioned previously, there needs to be a discussion on the value of the Support For Learning indicators and their benchmarks. While student survey data has great value, it may not be the best way to assess WVC's fulfillment of this core theme. Like Educational Achievement, going into the next accreditation cycle, a careful look at indicators and measures is necessary.

 = Result meets target       = Result is approaching target       = Result is below target


### Responsiveness to Local Needs Scorecard

Objectives: 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	Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Resource Allocation Related to Demand and Participation	FTE Enrollments	State FTE allocation – meet or exceed	2,385 FTEs in 2017-18 is 91% of state allocation	
	State FTEs generated:	Monitoring only	Transfer: 1,841 FTE Workforce: 943 FTE Developmental: 206 FTE BAEd: 182 FTE	
	Headcounts:	Continuing Ed: 1388 to 2110	Continuing Ed: 1528	
		Running Start: 318 to 522	Running Start: 858	
	Local HS graduate capture (enrollment) rate	District HS capture rate between 25% and 40%.	ERDC data not available for 2017-18. Last year’s overall estimated district enrollment rate: 36.1%	
	Small HS outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	2017-18: 19%	
		Avg. number of RS students from smaller high schools: between 141 and 163	2017-18: 372 students	
	Industry Relations	Contract and employer-based training	Data is too volatile to generate a benchmark at this point.	2015-16 221 students, 2016-17 181 students, 2017-18 135 students.




 = Result meets target     
  = Result is approaching target     
  = Result is below target



Economic Development	Economic Impact	Return for students, taxpayers, society WVC contribution to regional economic activity Depending on approach \$120 to \$160 million	EMSI ROI economic impact study (2012) \$152.8m Rollover estimate (2016-17) of \$106 million.	
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### Five-Year Responsiveness To Local Needs Summary

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 allocation	101% of 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	
		Running Start student headcounts 318 to 522	544 fall enrollment	618 fall enrollment	571 fall enrollment	710 Fall Enrollment	858 fall enrollment	
	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%	

 = Result meets target       = Result is approaching target       = Result is below target

		Average number of Running Start students from smaller high schools: between 141 and 163 headcount	199 students	218 students	249 students	313 Students	372 students
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, 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, Expense rollover estimate \$105 Million	EMSI ROI Study \$152.8 Million, Expense rollover estimate \$106 Million
<b>Possible Points</b>			12	14	14	14	14
<b>Points Earned</b>			12	14	14	13	12
<b>Percent</b>			100%	100%	100%	93%	86%
<b>Grade</b>			A	A	A	A-	B

## Discussion

Most of the Response to Local Needs indicators are centered on measuring WVC’s ability to provide access to the college’s service district and the resulting economic impact that service provides back to the community. Six of the seven indicators met or exceeded the set benchmarks. However, WVC’s enrollment of state-supported students continued to decline to a point where for the first time in the college’s history the college failed to meet its state enrollment allocation.

### WVC Enrollments Relative To State Allocation

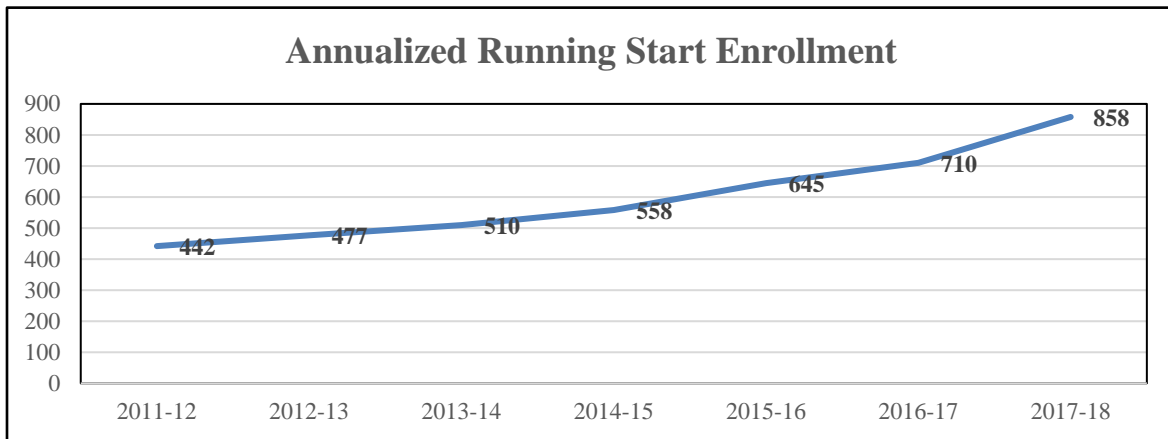
	2013-14	2014-15	2015-16	2016-17	2017-18
Annualized State-Supported FTE	2737	2558	2531	2548	2385
% of State Allocation	109%	101%	101%	98%	91%

In the 2017-18 academic year, the college served 2,385 state-supported student annualized FTE. This was 249 FTE (9%) under the allocated 2,634 FTE to WVC by the state. Some of the decline has its roots in changes made to the allocation model in the 2016-17 academic year.

 = Result meets target     
  = Result is approaching target     
  = Result is below target

Also, state-wide, Washington’s community and technical colleges saw a decrease in overall enrollments. In other words, this decline in enrollment is a state-wide trend. As mentioned above, the drop is likely caused by a strong economic environment that incentivizes potential students to enter the workforce over pursuing further education.

Outside of the state supported enrollments, the college continued to serve significant types of contract related students. Most common of these types of students are those in Running Start.



Running start enrollment has increased 94% over the last seven years. This growth will level into the 2017-18 academic year, as a number of the district’s high schools will see a decline in junior and senior class size. Tech prep and other state-supported contract enrollments remained fairly stable in 2017-18. Continuing Education had relatively strong enrollment, which was contrary to expectations, as they tend to decline in a strong economy.

Unlike the prior two-years, data on high school transition to college is not available from the ERDC. The reason for this is multi-faceted and complex. However, SBCTC is working to develop other sources for this information, so new data for the 2018-19 academic year is expected to be available. Failing new data for the 2017-18 academic year, the prior year’s data was carried over.

Excepting the decline in enrollment, Responsiveness to Local Needs indicators remained strongly positive. However, the drop in enrollment had a major impact for evaluating fulfillment of this core theme.


● = Result meets target      ▲ = Result is approaching target      ■ = Result is below target

### Diversity and Cultural Enrichment Scorecard

Objectives: 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 multiculturally rich perspectives through curriculum, educational programs, and special events.




Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Result	
Inclusive Environment	Student and staff surveys	“Satisfactory” or better on items related to inclusiveness of college environment	Spring 2018 student survey (3.46 on 4 point scale) and winter 2015 staff survey: all items with ratings at “satisfactory” or better	●	
	Student, faculty and staff demographics	Targets based on demographics in district population: Students – Hispanic: 20.2% to 22.3% Students – Native American 3.3% to 3.5%	Fall 2017 Wenatchee Students: 41% Hispanic Omak Students: 13% Native American Total Students of Color: 53%	●	
		Faculty & staff targets based on student demographics	Fall 2017 Staff: 13% Hispanic 1% Native American Total Staff of Color: 17%	■	
		Perkins: gender distribution in workforce programs targets	2017-18: 19.4% of enrollments, 18.5% of completions are nontraditional gender. Both are above state targets.	●	
		Success of underserved groups	Reduce achievement gaps: 2017-18 IPEDS completions report:	Associate degrees - 800 completions: White 54%, Native American 3%, Hispanic 27%	■
	Workforce 1-year certificate – 162 completions: White 51%, Native American 1%, Hispanic 37%			▲	
	Workforce short certificates – 275 completions: White 24%, Hispanic 61%, Native American 2%				
	Reduce achievement gaps: SAI Fall ATD database for transition to college.		Measures for this indicator are changing. Will need to develop new data.		
	Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year	2016-17: Athletics: 85 events	
			Community Engagement: 19 to 30 events/year	Community Engagement: 47 events	

= Result meets target     
  = Result is approaching target     
  = Result is below target

		Cultural: 8 to 23 events/year	Cultural: 24 events	
		Entertainment: 6 to 15 events/year	Entertainment: 25 events	
		Social: 5 to 15 events/year	Social: 33 events	

### Five-Year Diversity & Cultural Enrichment Summary

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 five point scale	4.1 rating	4.1 rating	4.1 rating	4.1 rating (on 5 point scale)	3.46 rating (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%
	Faculty & Staff 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 in 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

 = Result meets target     
  = Result is approaching target     
  = Result is below target

	Reduce racial/ethnic achievement gaps as based in IPEDS completions	Completion of associates between groups statistically equivalent	For Associates Degrees - White 64%, Native American 3%, Hispanic 29%	For Associates Degrees - White 66%, Native American 2%, Hispanic 26%	For Associates Degrees - White 67%, Native American 2%, Hispanic 26%	For Associates Degrees - White 59%, Native American 3%, Hispanic 28%	For Associates Degrees - White 54%, Native American 3%, Hispanic 27%
		Completions of one-year workforce certificates between groups statistically equivalent.	For 1-year Certificates White 65%, Native American 3%, Hispanic 27%	For 1-year Certificates White 63%, Native American 2%, Hispanic 25%	For 1-year Certificates White 67%, Native American 2%, Hispanic 26%	For 1-year Certificates White 53%, Native American 2%, Hispanic 37%	For 1-year Certificates White 51%, Native American 1%, Hispanic 37%
		Completions of short-term workforce certificates between groups statistically equivalent.	For short-term certificates White 48%, Native American 3%, Hispanic 22%	For short-term certificates White 18%, Native American 2%, Hispanic 72%	For short-term certificates White 24%, Native American 2%, Hispanic 69%	For short-term certificates White 23%, Native American 2%, Hispanic 72%	For 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	214 events
<b>Possible Points</b>			14	16	16	16	16
<b>Points Earned</b>			7	10	10	11	11
<b>Percent</b>			50%	63%	63%	69%	69%
<b>Grade</b>			F	D-	D-	D+	D+

## Discussion

A primary goal of WVC is to be able to match the diversity of its district to the diversity of the college’s student and staff population. Research on the cognitive impact of students interacting with a diverse education environment shows that diversity improves student outcomes (Gunn, et al., 2002) In 2017, the district was 29% Latino and 35% students of color. In Okanogan County the population was 11% Native American (EMSI, 2018). In all three categories, WVC student population exceeded this diversity mix and has done so in reporting years for the college’s indicators.

### Diversity of WVC Students

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Wenatchee Percent Hispanic</b>	35%	36%	37%	40%	41%
<b>Omak Percent Native American</b>	13%	12%	12%	13%	13%
<b>Percent Students of Color</b>	47%	48%	49%	51%	52%



= Result meets target

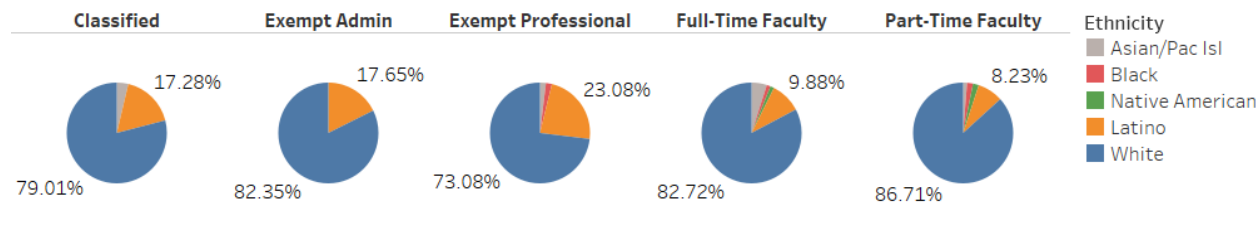


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WVC has not yet managed to keep up with its district or student diversity. Over the last seven years, the percentage of all WVC employees of color has shifted up 4% from fall quarter of 2011. Faculty has increased their percentage of minorities to about 16%, an improvement of 6% over the same time frame. Focusing further on the college's Latino make up, the college has



moved up from being 13% Latino in staff make up, to 15% Latino in 2017-18. Native American make up of college employees remains at about 1% of all staff and faculty. For this gap in diversity of employees of at WVC, the college's indicator in this area is deemed to be red and receives no points towards mission fulfillment.

At the same time, as WVC's student community becomes more diverse, students of color are still experiencing a gap in college achievement in two-year degree attainment and one year certificates. In the 2014-15 reporting year, 25% of students receiving two-year degrees were Latino. In 2017-18, the percentage had increased up to 27%. That is in comparison to the student population being 39% Latino in the same year. While this is a slight improvement, it still is far from equalizing the attainment rate of white students, who received 54% of two-year degrees with 48% of the college population.

This gap can be expressed more directly, where whites had an IPEDs 150% cohort graduation rate of 31% and Latino students had a 150% cohort graduation rate of 28%. This gap has narrowed significantly over the years, but is still significantly different and far from the equity WVC is striving to achieve. It should be noted as positive progress that Latino first-year retention rates now exceed those of whites.

Finally, it was decided last year to modify the measurement of the indicators surrounding WVC events. It was felt that using five indicators to score fulfillment for the core theme and overall mission fulfillment provided too much weighted impact to those events. This year, the five types of events are combined into a single indicator.

WVC is committed to promoting and enhancing the diversity and cultural impact of the educational environment it provides to its students and community. At the same time, there are distinct areas of concern surrounding issues of diversity and cultural enrichment that is reflected in the college's indicators of success. As with other core theme indicators, going into a new accreditation cycle, reviewing and assessing how to measure the college's progress for this core theme will allow the college to plan and improve around this core theme.

● = Result meets target     
 ▲ = Result is approaching target     
 ■ = Result is below target

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 = Result meets target

 = Result is approaching target

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**BOARD MEETING: February 20, 2019**

**AGENDA ITEM: #15 (Action)**

**CATEGORY: ACTION**

**New Policy 600.550 Expressive Activities**

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**BACKGROUND:**

WVC believes freedom of thought and expression are essential to the mission of the college and is a key component of academic freedom. Free speech is vital in an academic community and will be steadfastly supported. However, unlawful or disruptive activity that inhibits the college from achieving its mission will not be permitted. The proposed Expressive Activity Policy provides the framework from which healthy dialogue and expression can be achieved on our campus.

**RECOMMENDATION:**

That the board approve adoption of the proposed Expressive Activities Policy 600.550 as presented.

## **600.550 EXPRESSIVE ACTIVITIES POLICY**

### **A. STATEMENT OF PURPOSE**

Wenatchee Valley College District is an educational institution provided and maintained by the people of the state of Washington. College facilities are reserved primarily for educational use, including, but not limited to, instruction, research, public assembly of college groups, student activities and other activities directly related to the educational mission of the college. The public character of the college does not grant to individuals an unlimited license to engage in activity which limits, interferes with, or otherwise disrupts the normal activities by individuals or college groups to which the college's facilities and grounds are dedicated. Accordingly, the college designates the common areas of the college as a limited public forum dedicated to the use of college groups, subject to the time, place, and manner limitations and restrictions set forth in this policy. Groups or individuals who are invited or permitted to engage in first amendment activities at the college do not represent an endorsement by Wenatchee Valley College or the board of trustees.

The purpose of the time, place and manner regulations set forth in this policy is to establish procedures and reasonable controls for the use of college facilities. It is intended to balance the college's responsibility to fulfill its mission as a state educational institution of Washington with the interests of college groups seeking to assemble in common areas of the campus for expressive activity. The college recognizes that college groups should be accorded the opportunity to utilize the facilities and grounds of the college to the fullest extent possible. The college has designated certain sites as public use areas open to non-college groups as set forth herein.

### **B. DEFINITIONS**

1. "College groups" means individuals or groups who are currently enrolled students or current employees of the college, or guests of the college who are sponsored by a recognized student organization, employee organization, or the administration of the college.
2. "College facilities" includes all buildings, structures, grounds, office space and parking lots.
3. "Public Use areas" means those areas of each campus that the college has chosen to open as places where non-college groups may assemble for expressive activity protected by the First Amendment, subject to reasonable time, place or manner restrictions.
4. "Expressive activity" includes, but is not necessarily limited to, informational picketing, petition circulation, the distribution of informational leaflets or pamphlets, speech-making, demonstrations, rallies, appearances of speakers in outdoor areas, protests, meetings to display group feelings or sentiments and/or other types of assemblies to share information, perspective or viewpoints.

5. "Non-college groups" means individuals, or combinations of individuals, who are not currently enrolled students or current employees of the college and who are not officially affiliated or associated with, or invited guests of a recognized student organization, recognized employee group, or the administration of the college.

### **C. USE OF FACILITIES AND SITES**

1. Subject to the regulations and requirements of this policy, groups may use the campus limited forums for expressive activities between the hours of 8 a.m. and 10 p.m.
2. Any sound amplification device may only be used at a volume which does not disrupt or disturb the normal use by individuals or groups of classrooms, offices or laboratories or any previously scheduled college event or activity.
3. Groups are encouraged to notify the campus public safety department no later than twenty-four hours in advance of an event. However, unscheduled events are permitted so long as the event does not materially disrupt any other function occurring at the facility.
4. All sites used for expressive activity shall be cleaned up and left in their original condition and may be subject to inspection by a representative of the college after the event. Reasonable charges may be assessed against the sponsoring organization for the costs of extraordinary clean-up or for the repair of damaged property.
5. All fire, safety, sanitation or special regulations specified for the event are to be obeyed. The college cannot and will not provide utility connections or hook-ups for purposes of expressive activity conducted pursuant to this policy.
6. The event must not be conducted in such a manner to obstruct vehicular, bicycle, pedestrian or other traffic or otherwise interfere with ingress or egress to the college, or to college buildings or facilities, or to college activities or events. The event must not create safety hazards or pose unreasonable safety risks to college students, employees or invitees to the college.
7. The event must not interfere with educational activities inside or outside any college building or otherwise prevent the college from fulfilling its mission and achieving its primary purpose of providing an education to its students. The event must not materially infringe on the rights and privileges of college students, employees or invitees to the college.
8. There shall be no overnight camping on college facilities or grounds. Camping is defined to include sleeping, carrying on cooking activities, or storing personal belongings for personal habitation, or the erection of tents or other shelters or structures used for purposes of personal habitation.
9. College facilities may not be used for commercial sales, solicitations, advertising or promotional activities, unless: (a) such activities serve

educational purposes of the college; and (b) such activities are under the sponsorship of a college department or office or officially chartered student club.

10. The event must also be conducted in accordance with any other applicable college policies and regulations, local ordinances and state or federal laws.

#### **D. ADDITIONAL REQUIREMENTS FOR NON-COLLEGE GROUPS**

1. College buildings, rooms, and athletic fields may be rented by non-college groups in accordance with the college's facilities use policy. When renting college buildings or athletic fields, an individual or organization may be required to post a bond and/or obtain insurance to protect the college against cost or other liability in accordance with the college's facility use policy. When the college grants permission to use its facilities it is with the express understanding and condition that the individual or organization assumes full responsibility for any loss or damage.
2. Non-college groups may otherwise use college facilities for expressive activity as identified in this policy.
3. The college designates the following area(s) as the sole limited public forum area(s) for use by non-college groups for expressive activity on campus:
  - a. The public use area may be scheduled. Scheduled groups have priority of use over unscheduled groups:
    - i. On the college's Wenatchee campus the limited public forum is located on the west side of the campus fountain in front of the Van Tassell building.
    - ii. On the Omak campus, the limited public forum is located on the north side of campus located adjacent to the garden behind the North Classroom building.
  - b. Contact the vice president of administrative services for more information.
4. Non-college groups that seek to engage in expressive activity on the designated public use area(s) are encouraged to provide notice to the campus public safety office no later than twenty-four hours prior to the event along with the following information solely to ensure (1) the area is not otherwise scheduled and (2) to give the college an opportunity to assess any security needs:
  - a. The name, address and telephone number of a contact person for the individual, group, entity or organization sponsoring the event; and
  - b. The date, time and requested location of the event; and
  - c. The nature and purpose of the event; and
  - d. The estimated number of people expected to participate in the event.

### **E. DISTRIBUTION OF MATERIALS**

College groups may post information on bulletin boards, kiosks and other display areas designated for that purpose, and may distribute materials throughout the open areas of campus, in compliance with WVC policy 200.180, Distribution of Materials. Non-college groups may distribute materials only at the site designated for non-college groups. The sponsoring organization is encouraged, but not required, to include its name and address on the distributed information.

### **F. TRESPASS**

1. Non-college groups or individuals who violate these rules, or whose conduct jeopardizes the health or safety of others, will be advised of the specific nature of the violation, and if they persist in the violation, will be requested by the campus president or designee to leave the college property. Such a request will be deemed to withdraw the license or privilege to enter onto or remain upon any portion of the college facilities of the person or group of persons requested to leave, and subject such individuals to arrest under the criminal trespass provisions of RCW 9A.52 or municipal ordinance.
2. Members of the college community (students, faculty, and staff) who do not comply with these regulations will be reported to the appropriate college office or agency for action in accord with established college policies.
3. When the college revokes the license or privilege of any person to be on college property, temporarily or for a stated period of time, that person may file a request for review of the decision with the vice president of administration or designee within ten days of receipt of the trespass notice. The request must contain the reasons why the individual disagrees with the trespass notice. The trespass notice will remain in effect during the pendency of any review period. The decision of the vice president of administrative services or designee will be the final decision of the college and should be issued within five work days.

*Approved by the president's cabinet: \_\_/\_\_/\_\_*

*Adopted by the board of trustees: \_\_/\_\_/\_\_*