

# COMPREHENSIVE SELF-EVALUATION REPORT

2026



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## Eligibility Statement

Wenatchee Valley College (WVC) meets all of the Northwest Commission on Colleges and Universities' (NWCCU) eligibility requirements with the exception of regular state audits. Evidence is provided in this report and in the signed Institutional Report Certification Form.

## Institutional overview

Wenatchee Valley College (WVC) was founded in Wenatchee in 1939 as a private college, with funds to hire the first teaching faculty guaranteed by community members. After a period of affiliation with the public K-12 school system, WVC became a public community college in 1967 with the passage of the Community College Act by the Washington State Legislature. The service district of Chelan, Douglas, and Okanogan counties covers over 10,000 square miles and currently has a population of more than 170,000 residents. Though the area is primarily rural with widely scattered communities, the greater Wenatchee-East Wenatchee metro area has grown to a population of over 124,000 residents.

WVC's primary campus is on a 52-acre site in central Wenatchee. In 1972, a secondary satellite campus was established in Omak, 96 miles north of Wenatchee, to better serve the residents of Okanogan County and the Confederated Tribes of the Colville Reservation. In 2024-25, 432 students took a class in-person at the Omak campus.

In 2024-25, WVC served a total of 5,578 students, and 59% of these students (3,322 headcount and 2,305 FTE) were award-seeking students. Students who were not enrolled as award-seeking (2,256 headcount) consisted of students who had not yet determined the credential they were seeking, students just taking a class or two, and 610 students enrolled in adult basic education courses. Approximately 30% (1,040 students) of the award-seeking students are enrolled in the Running Start program where students can earn an associate's degree while they pursue their high school diploma.

Of the award-seeking students in 2024-2025, 61% were seeking a transfer associate degree, 30% were seeking a workforce degree, 2% pursued a Bachelor of Applied Science degree, and the remaining 7% were in General Studies. Sixty-two percent of these students were full-time, 58% were female, and 64% were under the age of 25.

Wenatchee Valley College is designated as a Hispanic-Serving Institution with 47% of award-seeking students that identify as Hispanic or Latine<sup>1</sup>. The Omak campus is located near the Confederated Tribes of the Colville Reservation. At 1.4 million acres, the Colville Reservation is the largest reservation in Washington, and 2% of award-seeking students at WVC identify as Native American. In 2024-2025, 36.5% of students secured need-based aid, 36.6% of students

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WVC recognizes that, although it is still common in official documents, the term "Hispanic" has a controversial history and is not the term many use to describe themselves. In this report, WVC uses "Hispanic" in some instances to align with demographic data, but has chosen to use "Latine" elsewhere (or in addition to "Hispanic") to acknowledge and include the racial and ethnic diversity of all who identify as Latino/a, Chicana, Hispanic, et al.

were first generation college students, and adult basic education courses comprised 11% of total enrollment.

The percentage of residents in the college's service district over the age of 25 without a high school diploma is higher than the statewide average of 9.4%, with 18.2% in Douglas County, 14.6% in Chelan County, and 14% in Okanogan County. Therefore, the adult basic education, High School+ and English language acquisition courses offered are important components of serving the community within the WVC service district.

As outlined in the catalog, WVC offers 30 associate degrees, 27 certificates, adult basic education courses, two bachelor's degrees, and continuing education courses for the community. In 2025, 600 students earned associate's degrees, 24 bachelor's degrees, and 146 certificates.

The 2025-26 operating budget is \$40,372,985, and the average student-to-faculty ratio is 14:1. The college has 402 employees consisting of 103 classified staff, 81 exempt staff, 91 full-time faculty, and 113 adjunct faculty, with 14 employees who work hourly in athletics, tutoring, and/or facilities, but these hourly employees are not covered by the classified contract.

## Preface

### **Summary of changes since last report**

Since 2020, Wenatchee Valley College has experienced changes in leadership, two large capital projects, instruction program changes, new community events on campus, budget challenges, and external funding successes that are all summarized in the narrative below.

## Leadership

In 2023, Dr. Faimous Harrison succeeded Dr. Jim Richardson as the 13<sup>th</sup> president of Wenatchee Valley College. Dr. Richardson served WVC for 17 years, and following his retirement the college experienced changes in the executive leadership team and turnover in exempt staff. During this time of turnover in administration, other areas in the college have focused on improved stability and building leadership skills internally. For example, since 2019, instruction has focused on stabilizing leadership at the dean level to provide faculty with more consistent support. In addition, WVC established department chairs in the 2020 Collective Bargaining Agreement. Department chairs do not supervise but rather ensure program continuity and leadership through curriculum development and program planning, certification and accreditation functions, and representation to the community. These roles help provide succession planning capabilities such that faculty leaders are prepared for potential future leadership roles. In August 2024, WVC committed resources to improve leadership, coordination and communication at the campus by hiring Dean Cal Cross. In 2025, WVC started the first leadership institute with a cohort of 24 faculty and staff who are meeting throughout the 2025-2026 academic year to build leadership skills for career advancement.

## Capital Projects

Since the last comprehensive visit, WVC has transformed its Wenatchee campus with two capital construction projects. The Mish ee twie building construction began in fall 2019 and in 2021, WVC celebrated the construction by naming the 74,000 square foot instruction building in honor of Gloria L. Atkins, or “Mish ee twie,” a higher education advocate, respected tribal elder and Wenatchi Advisory Board founding member. Mish ee twie houses 25 classrooms and multiple program and instructor offices. In addition, the building houses the Jack and Edna Maguire Conference Center and the Chelan County Emergency Operations Center.

WVC recently celebrated the groundbreaking for the Center for Technical Education and Innovation (CTEI) in June 2025 with students, faculty, staff, community leaders, and legislators. This 70,000 square foot building is scheduled for completion by Fall 2027. The \$50 million cost was funded from the State of Washington 2023-25 capital budget allocation, which is separate from the college’s operating budget. The CTEI building will serve as a hands-on learning facility for skilled trades programs, including automotive technology, computer technology, electronics and aerospace electronics, environmental systems and refrigeration technology, industrial technology, and more. The facility will feature specialty labs and training centers. WVC’s skilled trades programs prepare students to succeed in career paths that require skilled labor and specialized training. The new center will advance the college’s mission in delivering innovative educational opportunities to build a thriving community in North Central Washington.

## Instruction Program Improvements

Since 2019, Instruction has focused on the following overarching goals: stabilizing academic leadership, including the roles of department chairs; creating a meaningful planning and assessment cycle; improving program health; advancing equitable achievement; and transforming instructional programs to meet community needs. The following narrative further expands upon recent program improvements designed to meet community needs.

In 2023, WVC obtained funding for and began hosting the Central Washington Area Health Education Center (CWAHEC) on the Wenatchee campus.



CWAHEC has a regional footprint that includes Chelan, Douglas, Grant, Kittitas, Okanogan, and Yakima counties. The federally funded program is a tremendous asset for rural healthcare in Central Washington. The CWAHEC works to develop a healthcare workforce for rural and underserved communities by (a) connecting students to careers, (b) connecting providers to communities, and (c) connecting communities to better health. The CWAHEC provides outreach and career information across WVC’s region. CWAHEC student scholars participate in experiential, team-based approaches to address rural health disparities; visit rural health centers;

incorporate behavioral health and social determinants of health; examine emerging health issues; and develop cultural humility for practice transformation.

The WVC Nursing program has also expanded to meet community needs by offering the LPN to BSN program, which was approved by Washington State Board of Nursing (WABON) effective March 20, 2025. This significant milestone, in conjunction with the college's existing accreditation from the Commission on Collegiate Nursing Education (CCNE), confirms the program's commitment to excellence in nursing education. The LPN to BSN program attracts students from across the state to the Omak campus using an innovative curriculum that allows students to remain working and living in their local communities while participating in the cohort face to face once a month. In addition, WVC was able to reactivate its spring start nursing cohort, which increases nursing program enrollment by 50%, adding 32 more spaces for enrollment. WVC's increased nursing program capacity responds to the community's need for more nurses. This vital initiative was fueled by the WVC Foundation's generous support, enabling the program to hire an additional faculty member.

In fall 2025, WVC's Bachelor of Applied Science in Behavioral program welcomed its inaugural class of students. WVC partners with Big Bend Community College (BBCC) to offer this degree. Expanding the number of BAS degree offerings is consistent with both colleges' institutional missions and strategic priorities. A local BAS-BH degree not only expands baccalaureate degree offerings at WVC, it also mitigates the critical regional challenge by addressing the behavioral health workforce shortage. Implementing the BAS-BH degree expands postsecondary enrollment opportunities for students pursuing career technical certificate and associate degree programs, namely: Criminal Justice, Early Childhood Education, and Addiction Studies (formerly Chemical Dependency Studies). With program curriculum delivered through flexible modalities, the BAS-BH program will encourage enrollment growth for local, place-bound, Latine-identifying, and adult students. In 2016, Washington's Workforce Training and Education Coordinating Board (Workforce Board) and Health Workforce Council indicated a critical shortage in the number of trained behavioral health professionals. Graduates of the BAS-BH will alleviate this shortage by delivering evidence-based interventions for common behavioral health conditions (i.e. depression, anxiety) as part of an integrated care team.

## Library

Since 2022, both campus libraries have undergone intentional space updates to create welcoming, inclusive, and functional learning environments. These changes reflect a broader commitment to continuous improvement and to fostering a campus climate where students, faculty, and staff feel supported, connected, and valued. The WVC libraries team exemplifies this work by aligning their mission with equity and student success, reimagining spaces to promote belonging, and implementing policies that remove barriers to learning. Through these efforts, the libraries have become a central driver of collaboration, adaptability, and community well-being, strengthening the college's ability to deliver high-quality education, equitable student outcomes, and enhanced collegiality and well-being for WVC faculty, staff, and students. Specific details about changes are included in Standard 2.H.

## Community

WVC has developed innovative ways to partner with the community by offering educational events on campus. Here are a few examples of recently developed community partnerships:



- The Washington State Indian Education Summer Teaching Institute, *tmix*<sup>w</sup>, or “In this place, we are all related,” was held in June 2025 at the Omak campus and convened educators to share and learn culturally responsive teaching practices and policies alongside Washington state tribes, Indigenous scholars, elders, and First Peoples.
- WVC has partnered with Microsoft and local data centers to provide Computing Technology Industry Association (CompTIA) testing on campus to increase the number of industry-recognized credentials obtained.
- For the past three years, WVC has hosted the Mariachi Northwest Festival, where roughly 500 high school students from Washington and the Pacific Northwest attend workshops and learn about the diverse programs, departments, resources, and opportunities available at WVC. The Mariachi Northwest Festival workshops at WVC celebrate musical and cultural traditions, educational outreach and community connections.
- WVC hosts an annual Touch-a-Truck event on campus that is organized by the Women’s Service League of NCW (WSL) in partnership with local government agencies who bring fire trucks, police cars, heavy equipment, and helicopters to educate community members on how these agencies build, protect and serve the community.
- WVC also hosts events to engage high school students with trade programs. For example, in 2024 the Try-a-Trade event hosted 250-300 middle school students from Wenatchee and Chelan School Districts who were able to work directly with heavy machinery, tools, emergency equipment, and experience labs like welding, machining, and automotive technology.
- Over the past decade, WVC has established a central leadership role in sustainability efforts both in Chelan, Douglas, and Okanogan counties, and in the state of Washington. In 2025, WVC partnered with Sustainable NCW to host the annual Wenatchee Valley Earth Day Fair on the Wenatchee campus. The WVC Sustainability Committee partners annually with the Associated Students of Wenatchee Valley College (ASWVC) for annual Earth Day celebrations. In addition, WVC participates in Tree Campus USA, Plastic Reductions Campaign, and Zero Waste Wednesday. Waste Loop conducted waste audits of several WVC buildings, and City of Wenatchee Stormwater specialists instructed the campus community about how to protect the water supply from contaminants.

## Budget

Several internal and external factors have changed the budget tracking process at WVC in the last seven years. For example, some of the state allocations have transitioned from unrestricted funds to directed allocations through competitive grant processes such as the Career Launch, Hospital Education Employee Training, and the Mental Health Counseling Services Program

grants. In response, WVC has secured multiple rounds of state grants from these programs, resulting in several staff positions funded by soft dollars. In 2023, WVC hired a grants coordinator position to help secure both state and federal funds; the grants coordinator has built a program securing over \$5 million in grant funding allocations each year in the last few years (see grants summary in Standard 2.E.2 evidence). Recent changes at the federal level, with restrictions in the U.S. Department of Education grants, have created fiscal uncertainty due to abrupt changes in funding allocations to Title V, TRIO, and other programs. In addition, in 2021, WVC transitioned to the ctcLink online business system consistent with other Washington community and technical colleges. As such, this delayed the 2020-2021 budget reconciliation process, and WVC is behind on the annual financial audit process, which is further explained in Section 2.E. of this report. WVC is developing new financial policies and a more transparent budget planning processes to improve future financial health. Budget planning and forecasting will include consideration for external funding sources from the expanded grants program and the WVC Foundation, which has been successful at raising over \$1 million per year in external funds to support WVC staff, faculty, and students.

In 2023, WVC received Title V funds, resulting in additional staff in Institutional Effectiveness to build data dashboards to improve transparency in disaggregated data and build support for initiatives that address equity gaps in student achievement. In 2024, Title V funds were used to hire three college navigators, initially called Puente Navigators (now called First Year Experience navigators), to support first-time degree-seeking students, which has resulted in increased retention and improved GPA as discussed in Standard 1.D.3 and 1.D.4. Finally, the Title V funds were used to develop El Corazón (The Heart) Center for Teaching and Learning, to advance continuous improvement in teaching, learning, and student support at WVC. As a result of federal cuts to Department of Education funding dedicated to Diversity, Equity, and Inclusion efforts, the WVC Title V funds are ending in June 2026. Despite these funding cuts, WVC is committed to maintaining these staffing levels that have resulted in increased student success, and the college aims to include these key positions in the FY 26-27 and future annual budgets.

## Response to Outstanding Recommendations Requested to be Addressed

As a result of a Spring 2025 ad hoc visit and a subsequent meeting in July 2025, the NWCCU issued two recommendations that WVC needs to address and resolve by August 2029:

Recommendation 1: Spring 2025 Special Report - All administrators and supervisors receive ongoing quality training on ethical management, ethical operations, transparent communication, and the respectful, consistent, fair, timely, and ethical handling of complaints and grievances. (2020 Standard[s] 2.D.2; ER 7; ER 8).

Recommendation 2: Spring 2025 Special Report - Employees receive ongoing quality training on effective workplace communication, preventing bullying, harassment, and discrimination, and how the complaint and grievance process works (including confidentiality). (2020 Standard[s] 2.D.2; ER 7; ER 8)

It is important to understand the history on campus that led to these recommendations before summarizing the college's response to address the recommendations. Following the 2020 PACE Report, faculty and staff expressed growing concerns about the campus climate. As a result, a task force was created to identify ways to improve the campus climate. However, without a budget or any authority, this task force did not feel that they could sufficiently improve the campus climate, so the task force eventually dissolved. Simultaneously, there was growing concern on campus regarding how the Human Resources department handled harassment claims. When the new president arrived in 2023, there was collective hope for improvements to campus climate and institutional integrity. While the new president was acclimating to the college in 2023, he identified the need for leadership in diversity and equity and hired an executive director of Climate, Diversity and Belonging. The goal for this newly created position was to address campus climate and handle Title IX issues. However, in 2024, the president identified the need to replace both the executive director of Human Resources and new executive director of Climate, Diversity and Belonging. An interim executive director of Human Resources was hired in 2024 with the added responsibility of Title IX investigations. Meanwhile, there was some concern that the college was not taking enough action to resolve harassment issues. This resulted in a group of employees taking part in external interviews with local media to share their experiences. An [NCW Life video](#) aired in Fall 2024, and NWCCU scheduled an ad hoc visit in Spring 2025 to investigate the harassment issues covered in the media.

Improving the climate at Wenatchee Valley College will take time, and efforts are underway to rebuild the work environment. Since the interim executive director of Human Resources (who is now the vice president of Organizational Culture and Engagement) has started with the college, the training and communication approach has dramatically changed and improved. For example, in 2024, Human Resources hosted listening and acknowledgement sessions with all faculty. These sessions were well received, allowing employees to be heard. Information gathered from these listening sessions was used to inform future training topics and sessions.

The first round of trainings in 2024 were attended cautiously, with tentative participation. Human Resources staff had to remind and prompt staff to enroll. Staff and faculty shared in the post-session surveys that they appreciated the in-person format and felt the trainings were moving in the right direction. The 2025 training sessions filled up in the first week of registration, demonstrating that faculty and staff were anxious to participate. The fall 2025 sessions included more open dialogue and allowed faculty and staff opportunities to share openly. Each session has been increasingly open-ended to allow participants to voice opinions. At the fall Harassment Prevention sessions, 30 minutes was dedicated to time for comments and questions from the audience. This was well-received, and multiple employees shared openly. While this is promising for WVC's progress, conversations clearly demonstrate the depth of the healing that is needed and the work that remains to improve the campus climate.

In addition to providing trainings, WVC has outlined the steps and procedures for responding to a complaint, and this includes measures to avoid any possible conflict of interest (see evidence uploaded for 2.D.2).

WVC has developed and implemented a rigorous training schedule for administrators and supervisors to improve communication and to ensure that complaints and grievances are handled

consistently, and in a fair, timely, and ethical manner. This work is further described under Standard 2.D.2, and a list of trainings is provided as a Table in Standard 2.F.1. The evidence for Standard 2.D.2. also provides copies of the presentations from each training.

WVC has also developed and implemented a rigorous training schedule for workplace communication to prevent bullying, harassment and discrimination and also to ensure that employees know how the complaint and grievance process works. The Table in Standard 2.F.1 has a list of the trainings and the number of employees registered and attended. The evidence for Standard 2.D.2 also provides copies of the presentations from each training. Human Resources has expanded capacity to ensure that employees are aware of the college's policies, expectations, and responsibilities related to professional campus conduct. These policies are reviewed regularly, kept up to date, and then redistributed to communicate expectations on campus.

WVC is committed to continuing this work, and the college is considering assistance from outside resources to support the work that college staff are doing to provide a fully neutral perspective. This report describes trainings implemented specifically to address these recommendations as well as actions proposed that are anticipated to improve communication, transparency, and campus climate over time.

## Standard 1. Student Success and Institutional Mission and Effectiveness

### Standard 1A: Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Beginning in 2023, under the direction of Dr. Faimous Harrison, Wenatchee Valley College initiated a process to renew the mission statement and develop a new strategic plan. The process included a thorough analysis of internal and external stakeholders, conducted by the Institutional Effectiveness office and an external consulting group. The results were used to develop [WVC's new mission, an inaugural vision, and six strategic plan priorities for 2024-2030](#). The WVC Board of Trustees formally adopted the mission and vision in October 2024:

*Mission: Wenatchee Valley College enriches North Central Washington and delivers relevant, innovative, and experiential educational opportunities for thriving and healthy communities.*

*Vision: Wenatchee Valley College transforms lives, strengthens communities, fosters inclusive excellence, and is the higher education institution of choice for North Central Washington and beyond.*

In addition, WVC conducted a district values activity at the September 2024 Launch Week and used input from all employees to develop the college's core values: Community, Opportunity, Integrity, Learning, and Student-Centered, also known as [WVC's COILS](#). The COILS acronym

is also symbolic of what a coil represents: connections, sparking energy, and creating momentum. As faculty, staff, and students work together, the whole coil becomes something greater than its individual parts.

The mission statement describes the purpose of WVC's work, the vision statement describes the college's goals, and the values guide the college's daily decision making. The values also help measure the progress towards meeting the objectives outlined in the strategic plan. Key Performance Indicators (KPIs) have been developed for the values, and they are simultaneously linked to measure the Strategic Plan objectives. These KPIs serve as measurable benchmarks of institutional effectiveness and progress toward mission fulfillment.

Evidence:

- Both Strategic Plans
- Values to Strategic Plan graphic

## Standard 1B: Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

This seven-year self-evaluation period spans two strategic planning processes at WVC; however, the annual mission fulfillment evaluation and planning process has remained consistent; see graphic in evidence folder. Every year, faculty and non-instructional programs prepare area plans to reflect upon their gains, gaps, goals, and program improvement efforts. Program improvement efforts or assessment work in each program area is guided by data and is aimed at improving student learning outcomes. Area plans contain budget requests that inform the development of the annual budget and annual work plan. In addition, every year, WVC prepares an annual report for submittal to NWCCU.

The evidence folder contains the 2022 Mid-cycle Self Evaluation report, the 2020-2021 Core Theme report and the 2021 approved Core Theme indicators. The student learning indicators have not changed very much, however, the remainder of the Core Theme indicators have shifted to indicators that can be benchmarked to evaluate success. The updated strategic plan can be summarized into Values rather than the former Core Themes:

- Educational achievement (core theme) has shifted to learning (value)
- Support for local needs (core theme) has shifted to community (value)
- Diversity and cultural enrichment (core theme) has shifted to inclusiveness (value)
- Support for learning (core them) has shifted to student centeredness (value)

As WVC transitioned from the 2018-2023 strategic plan with core themes to the 2024 -2030 strategic plan with values, the self-evaluation process has also shifted due to increased access to

disaggregated data and changes in leadership in the Institutional Effectiveness office; increased access to disaggregated data is further described in 1.D.2.

As a result of improved access to data in 2023, WVC developed institutional scorecards with disaggregated student achievement data, adding transparency and relevance for faculty and staff across areas and divisions. For the first time in WVC's modern history, metrics, targets, and thresholds were taken to each of the shared governance committees for input and feedback in 2023-2024. The scorecard was also presented to and accepted by the board of trustees in June 2024 (p. 41, see evidence WVC Board of Trustees June Meeting Packet). This scorecard allowed WVC to reflect upon trends and document improvements in student achievement, especially in areas where the college provides additional support to students through MESA, CAMP, TRIO, and Running Start.

The scorecards provided a valuable reflection upon student achievement. However, reflection on the six strategic plan goals and corresponding 25 objectives should also incorporate a reflection upon the culture, serving community (internal and external), and growth (enrollment, professional development, and financial stability), which are not entirely assessed through student achievement data. In addition, the scorecard did not incorporate comparisons to peer institutions as a component of the self-reflection process. Therefore, the KPIs were developed in 2025 to evaluate mission fulfillment. The KPIs utilize disaggregated student achievement data as well as benchmarked self-reflection data from surveys to evaluate mission fulfillment. The institutional effectiveness staff used a Sankey analysis to determine which indicators should be used to evaluate the objectives listed in the strategic plan. Then, data was gathered for these KPIs and linked to each value to assess mission fulfillment.

The strategic plan identifies goals and objectives for the college, and the KPIs identify goals and benchmarks for success based upon peer comparisons; see table in evidence folder. As the self-reflection process identifies performance indicators in red, those become high priorities for the college to address through concrete actions in short- and long-term action plans. Yellow indicators become the next highest priority actions. Green indicators are areas where ongoing efforts need to remain strong elements of annual work plans.

Throughout this self-evaluation report, WVC has identified areas where continuous improvement is a high priority to address the current red indicators: financial health (Standard 2E) and improvements to communication (transparency), shared governance, and trainings to improve indicators for employee satisfaction and professional growth. WVC has made progress to be more inclusive (Standard 1.D.3 and 1.D.4), and this work is expanding through the efforts of El Corazón Center for Teaching and Learning to improve student and employee feelings of belongingness. The future work of El Corazón will also help improve the disaggregated student achievement metrics.

While the process for assessing institutional effectiveness has not changed significantly over the past seven or more years, the indicators and supporting metrics that are used to evaluate effectiveness have changed. Future efforts will aim to communicate the assessment of progress towards achieving mission fulfillment indicators over time. Moving forward, the rolled-up budget requests from area plans will be shared amongst employees to improve transparency

around how budget requests inform the budget. WVC will also expand the annual report to incorporate data and self-reflection on the KPIs each year. Student achievement data compiled to reflect upon the learning metrics will be compiled annually to support mission fulfillment. However, the other indicators contain student, employee, and community survey data, which is collected every two to three years. Therefore, the full self-reflection process including all of the indicators that contribute to evaluating mission fulfillment will occur every two to three years. Annually, student achievement data will be shared at the institutional level and compared to established benchmarks for each indicator as well as compared to peer institutions. Faculty will also be provided with instructional, discipline, and program insight data (further described in Standards 1.D.2 and 1.D.3 below) annually each fall so that they can reflect upon their course and program-level student achievement data and incorporate this information into their area plans. Each spring, administration will share information about how area plans informed the annual budget development process and how all of the mission fulfillment evaluation is used to develop short (annual) and long-term action plans to achieve the goals and objectives outlined in the Strategic plan. Typically, the mission fulfillment review areas identified in red will be the highest actionable priorities with yellow areas being the second highest priorities without losing sight of the continued efforts needed to keep the green indicators green.

Standard 1.B.2 further describes how the results of the KPI analysis will help inform actions to improve student learning, and Standard 1.B.3 describes the planning process to prioritize resource allocations. Actions proposed to improve student learning are further described under Standards 1.D.3 and 1.D.4.

Evidence:

- Mission fulfillment planning graphic
- Mission fulfillment KPI analysis
- 2021 Mission Fulfillment and Core Theme Indicator report
- 2022 Mid-Cycle Evaluation Report and 2021 Approved Core Theme Indicators
- 23-24 Scorecards
- June 24 Board of Trustees agenda/notes

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

WVC sets and articulates meaningful goals and objectives through its strategic planning process. Two strategic plans have guided WVC's mission fulfillment over this accreditation cycle. The 2018-2023 strategic plan was built around Core Themes. With community input, WVC implemented a new strategic plan in 2024. The plans are intentionally integrated around learning, support, community, and equity with increased focus on financial sustainability and campus culture in the 2024-2030 plan. For the first time, WVC's plan includes an aspirational vision statement and is built upon values that the campus community adopted in a collaborative process in fall 2024. WVC's College Values—Community, Opportunity, Inclusion, Learning, and Student Centeredness—replace the core themes and reflect an ongoing foundational underpinning that informs the college's identity.

Both strategic plans have had goals and objectives, known as priorities in the 2024-2030 plan, that guide the direction of the institutional efforts. Effectiveness of mission fulfillment is based upon key performance indicators for each value that incorporate disaggregated student achievement data as well as student, employee, and community survey data. Each indicator has a goal, an established benchmark, and wherever possible, comparisons to regional and/or national peer institutions. Washington state SBCTC community colleges were chosen as peers for comparison of student achievement data. National community college average scores in survey responses were used for benchmark comparisons for indicators that use survey data as a measurement. The KPI mission fulfillment document further describes the selection of peer institutions for comparison, and this is also further discussed under Standard 1.D.2.

The mission fulfillment self-reflection uses longitudinal data and analysis. The analysis uses quantitative and qualitative data to evaluate effectiveness. The results of the mission fulfillment evaluation indicate that WVC is performing and meeting its goals for student learning with 75% of the indicators showing progress towards or meeting goals. WVC is meeting targets (better than average SBCTC school scores) in all of the student achievement metrics used to evaluate the learning value. Students indicate that they feel engaged with other students and faculty during their learning experiences at WVC, and the institution is working to incorporate more high-impact practices to continue to improve student centeredness. This mission fulfillment self-reflection highlights where the institution is doing well and where to focus continuous improvement efforts, and the following paragraphs summarize the results.

The institution has made progress in the last seven years to be more inclusive; however, work should continue to improve student and employee feelings of belongingness. A comparison of disaggregated student success rates in gateway courses indicates that Latine student success rates have improved by 4% in the last five years, but they are still significantly lower than white student success rates. The recently opened El Corazón Center for Teaching and Learning is starting to provide trainings about high-impact practices to engage students, reduce equity gaps in student achievement across the institution, and to increase feelings of belongingness amongst students and employees. As this work is implemented, it should improve all student achievement scores and future benchmarks for success in student learning that could perhaps be more stringent than the average statewide community college scores.

Enrollment has increased since COVID; however, enrollment numbers are still not at pre-COVID levels. To assess community satisfaction, students surveyed rated their satisfaction about the same as the national average, but WVC aims to be higher than average in student assessment of their college experience so there is room to improve in that indicator. WVC has concluded that the mission to teach students is being fulfilled, but the college needs to continue to make improvements in student centeredness and inclusivity. Sections 1.D.3 and 1.D.4 as well as the conclusion of this report outline some of the changes in progress because of this self-reflection process.

WVC recognizes significant opportunities for growth with respect to meeting targets in financial health, employee satisfaction, and professional growth. As a result of this mission fulfillment self-reflection using the KPIs, WVC has concluded that the college is fulfilling the mission

to teach students; however, continued improvements are necessary to improve the climate amongst employees and to become more financially stable.

WVC has worked toward greater inclusion and transparency as it articulates meaningful goals and measures of mission fulfillment. Early in this accreditation cycle, faculty and staff were provided the mission fulfillment report with little opportunity to help shape it. More recent iterations have been much more inclusive. The 2025 draft KPI and mission fulfillment report was presented to faculty program chairs at the October 10, 2025 Instruction Council meeting, and it was shared at all campus meetings/trainings on October 17 and November 14. In total, the draft document was shared with over 80 employees plus two student representatives on the Accreditation Committee and the Educational Achievement Committee members in November meetings. All comments received were tracked, and responses to comments were shared back through Instruction Council, the Collaborative Oversight Forum, and through the Institutional Effectiveness office quarterly newsletter (December 2025). Several comments on the draft KPI and mission fulfillment document were incorporated in order to update the draft document into a final report. Changes made to address comments in the final document included more realistic goal statements, a proposed 2026 student survey, a description of longitudinal changes observed in the data, the addition of disaggregated data to assess inclusivity, and how the college assesses the external community involvement. The revised document was shared with the Board of Trustees at their January 2026 meeting.

A table has been developed to summarize the past-present-future states of the highest priority key performance indicators. This table demonstrates how the mission fulfillment self-reflection process is linked to initiatives that address the red indicators arising from the self-reflection process; this table also links the KPIs and initiatives to NWCCU standards. Finally, this table articulates the progress that WVC has made over the past seven years by organizing information into the past, present, and future columns.

This is the first time that WVC has shared a draft plan (past, present, future table) to use performance measures to inform institutional planning efforts. WVC is also just starting to use program-specific data and performance measures to inform program review (assessment matrices are discussed in Standards 1.D.2, 1.D.3, and 2.F.3). In the next seven-year cycle, the goal is to use data to guide improvements and to build staff and faculty support, comfort, and knowledge of the data and self-reflection tools to improve effectiveness as WVC works towards mission fulfillment.

Evidence:

- KPI Goals table
- Past present future table
- Mission Fulfillment KPI document



*WVC Graduates Dillon Cornelius and Juan Martinez were named the 2025 STEM College Innovators of the Year by the NCW Tech Alliance for their work with Chelan County’s PUD*

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

As described above, this report spans two strategic plans at WVC; therefore, this section briefly describes planning processes under the former strategic plan and focuses on a description of planning efforts starting in 2022 that led to the development of the 2024-2030 Strategic Plan.

In 2016-2017, the Core Theme Councils were formed, and these became the task force to incorporate faculty input to develop the 2018-2023 Strategic Plan. In 2017-2018, the Core Theme Councils received \$250,000 to implement projects starting in 2018 with efforts directed by priorities identified in the new strategic plan. Area plans have been the driver for informing annual planning efforts at WVC since 2011-2012; however, in 2019, the mission fulfillment cycle graphic clarified how the area plans were used to inform the budget process.

In 2022, a working group on campus developed an equity strategic plan in response to SB 5194 Concerning equity and access in higher education. The equity strategic plan identified a vision: “Centering the experiences and dreams of our Latinx and Indigenous students and community, WVC will work to eliminate systemic injustice and create accessible, culturally, and linguistically inclusive education.”

The Equity Strategic Plan identified goal statements across four focus areas as well as priorities, activities, and outcomes for each focus area. The priorities identified in the Equity Strategic Plan were incorporated into the new 2024-2030 Strategic Plan. Rather than having all diversity, equity, and inclusion (DEI) measures under one goal (as in the 2018-2023 Strategic Plan), DEI

measures are incorporated throughout the objective statements under Goals 2-5 of the current strategic plan.

In 2023, WVC received Title V funding that provided resources to implement high priority actions consistent with the 2018-2023 Strategic Plan. Title V funded actions and priorities were incorporated into the 2024-2030 Strategic Plan. For example, El Corazón Center for Teaching and Learning was designed to address objectives within Goals 2-5, the additional resources for Institutional Effectiveness staffing expanded access to data to address equity gaps (Goal 5) and the development of First Year Experience supports the college in achieving Goal 3 to become a student centered college through development of a Strategic Enrollment and Engagement plan.

To develop the 2024-2030 Strategic Plan, WVC solicited input from internal and external stakeholders. Sage Step Consulting gathered input from 200 members of the external community through interviews with 10 people, listening sessions with 18 people, and survey responses from 174 individuals. External partner input represented businesses (Numerica, Microsoft, Confluence Health, and Columbia Valley Community Health), non-profits (Central WA Homebuilders Association, Cascadia Conservation District, Community Action Council, NCW Tech Alliance, Rural Peoples Voice, Wenatchee Valley Chamber of Commerce, Sustainable North Central Washinton, Wenatchee Outdoors, CAFÉ, FYRE, NCW Community Foundation, and Wenatchee Valley Dispute Resolution Center), school districts (Wenatchee, Eastmont, and North Central Education Service District), and government/utilities (City of Wenatchee, City of Omak, Okanogan County, Chelan County, Chelan County PUD, LINK Transit). To secure internal input, the Institutional Effectiveness office conducted focus group meetings on campus to gather input on strengths, weaknesses, opportunities and threats (SWOT analysis). Regional planning efforts such as the Our Valley, Our Future Action plan and the North Central Washington Regional Workforce plan by SkillSource also provided valuable information that was incorporated into the planning process.

Strategic plan development also considered the Washington State Board for Community and Technical Colleges Strategic Plan, which includes three overarching focus areas and goals: (1) Equitable Student Success, (2) Agile, Career-Relevant Learning, and (3) Institutional Financial Health. The Wenatchee Valley College Strategic Plan embraces these system-wide overarching goals while emphasizing priorities identified to serve the greater North Central Washington region.

In September 2024, during the fall launch week where all employees attend, employee input was used to put the college's core values into writing. Employees were asked to work together in groups to name WVC's values, and those words were compiled into a word cloud to demonstrate themes. Our values have always been there and span both strategic plans, but this activity allowed the campus to define their values as Community, Opportunity, Integrity, Learning, and Student-Centered, also known as WVC's COILS.

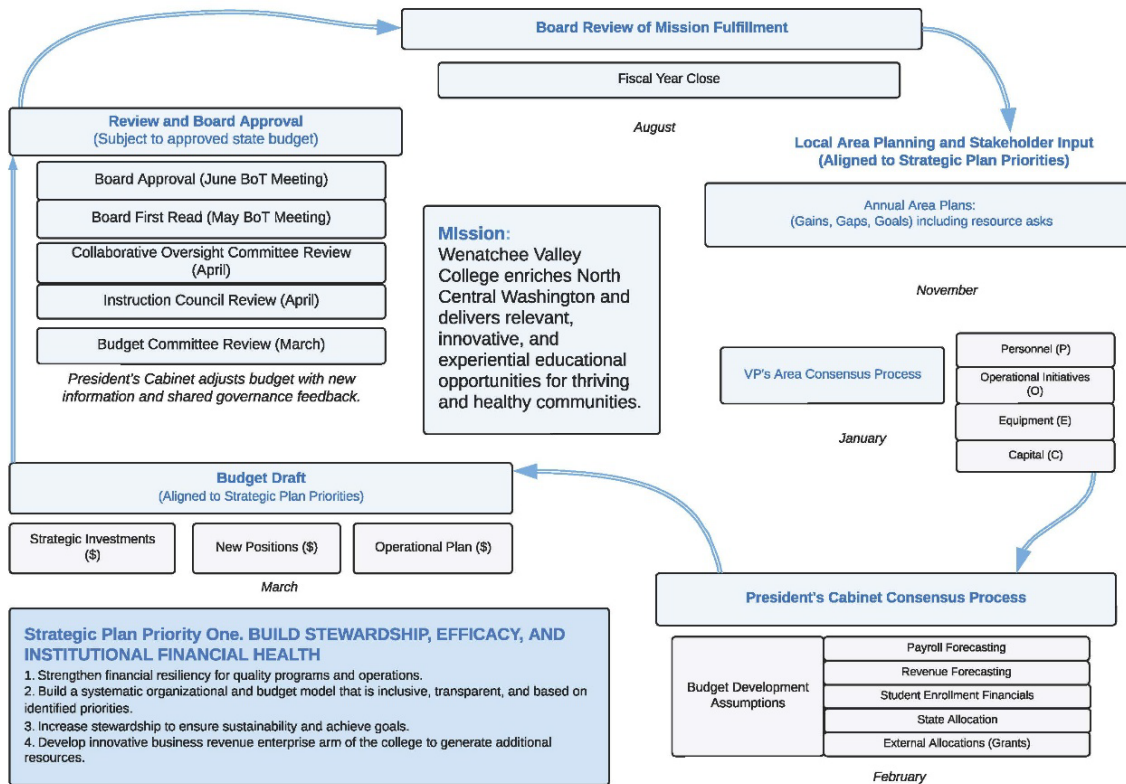


Related to the strategic planning process, WVC used a budget development process that has been intended to solicit, prioritize, and allocate resources in an inclusive way. The process is designed to ensure that resource allocation is centered on mission fulfillment, directed by the strategic plan, and built from local area planning efforts. WVC adopted this process, then known as operational planning, in 2019. The intent of this process has been to ensure that stakeholders are able to provide input into resource needs and priorities, that the budget will be built in a timeline that allows for budget committee feedback, and that recommendations for approval are obtained through shared governance.

As designed, the process initiates with:

- (a) Submission of area plans that identify prior year gains and gaps, future goals, and assessment questions for collaborative reflection on program improvement. Gaps identified to address program improvement efforts result in specific resource requests meant to support area plan goals. Department and program chairs develop area plans with input from other faculty in their program/discipline area. Faculty area plans are submitted to their respective deans, who review the area plan to provide feedback. Non-instructional area plans are submitted to supervisors and reviewed by the dean of Strategic Enrollment and Student Success and/or the vice president of Student Affairs. Deans and/or vice presidents provide employees with area plan feedback. This area plan process is further described (with evidence) in Standard 1.C.5.
- (b) The funding requests identified in area plans are compiled by the instructional deans and dean of Strategic Enrollment and Student Success and/or the vice president of Student Affairs. These requests are prioritized into one spreadsheet by the appropriate vice president to feed into the budget prioritization process.
- (c) Cabinet combines the prioritized lists and considers available allocations in concert with fiscal forecasting, state and federal allocations, and other revenue/expense streams, such as grants.
- (d) A draft budget is then created for distribution and shared governance committees in March prior to board review and approval.
- (e) Board approval prior to the commencement of the fiscal year.

### WVC Budget Development Cycle 2024-2030



Aspects of this budget development cycle have worked well. In particular, local area plans and area consensus processes have led to regular prioritized budget requests presented to Cabinet. Since 2019, for example, Instruction has created both a prioritized planning document (see Academic Master Plan in evidence folder) and a prioritized budget plan (see Operational Plan in evidence folder). These plans have been used to guide instructional foci that incorporate resource requests.

While institutional funds have remained deeply constrained, Instruction has been able to strategically reallocate or replace funds to meet several key priorities. For example, the 2022-2025 Academic Plans demonstrate progress in every area, fulfilling key objectives in the 2018-2023 Strategic Plan.

While the budget development process has been in place since 2019, it has not been effectively implemented over this accreditation cycle. WVC leadership has worked decisively to improve known financial shortcomings. Leadership changes included an emergency hire of an experienced administrative vice president with expertise in use of ctcLink fiscal tools, allocation models, and budget development. A new fiscal director has been hired, and staff expertise gaps are being addressed. Starting in 2026, WVC aims to provide improved budget transparency by sharing the compiled budget request list from area plans with faculty and staff. Then, the results

of the self-reflection on key performance indicators will be used to prioritize budget requests. Through shared governance review, as updated in the 2024-2030 Budget Development Cycle, faculty and staff will have the opportunity to provide input, and feedback will be incorporated into the decisions on how to prioritize budget allocations from the funding requests compiled by area plans.

WVC seeks to ensure an inclusive planning process that incorporates comments from internal and external stakeholders in the development of the strategic plans. As evidenced by the PACE Report results over the last five years (see KPI 1b) and feedback obtained in fall 2025 trainings, all-district meetings, and through the Collaborative Oversight Forum, WVC needs to improve institutional structure through improved communication and transparency. The college's vision is clear: WVC will be intentional in sharing the campus-wide roll up of budget requests from area plans. Employees will be able to see how budget requests in area plans were prioritized for funding based upon low, medium, and high priorities identified in the self-reflection component of the annual report in the mission fulfillment cycle. This information will be rolled into an annual budget that incorporates employee review and comments. To improve district-wide transparency and communication, the final budget will be shared with all employees during fall 2026 launch week. This will become an annual self-reflection and planning process that incorporates internal stakeholder feedback to close the loop on improving mission fulfillment.

WVC is committed to improving its financial health and climate, and generating more equitable student achievement outcomes as identified in the self-reflection planning process. A more transparent and timely budget planning and development cycle, coupled with the development of a strategic enrollment growth plan and a commitment to building reserves will improve the financial health of the college. Allocation of resources (funding personnel) will ensure persistence of the First Year Experience student support trainings as well as events hosted by El Corazón Center for Teaching and Learning to improve equity in student achievement. Allocation of resources to Institutional Effectiveness employees will ensure WVC's capacity to reflect upon student achievement data annually and reflect upon all KPIs every two to three years. It will take employee time, another resource, to continue to improve communication through development and implementation of a communication plan and decision-making matrix.

#### Evidence

- Sage Step consulting external community feedback
- Internal SWOT analysis
- Example of tabulated budget requests from one year and resulting action plan

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The institution gathers feedback from internal and external stakeholders to reflect upon mission fulfillment in several ways. WVC conducts internal climate surveys of students and employees

every two to three years. The Community College Survey of Student Engagement (CCSSE) gathers feedback from students to help the college assess institutional practices and student behaviors. The Personal Assessment of the College Environment (PACE) survey is administered to all employees to obtain feedback on the college climate in four areas: teamwork, student focus, institutional structure, and supervisory relationships. The mission fulfillment evaluation selects question scores from both CCSSE and PACE questions as key performance indicators to help the institution reflect upon the campus environment. Since the surveys provide national average scores, these can be used as benchmarks for success, allowing the college to identify areas where practices are strong compared to national peers and areas where interventions are needed to improve the college climate. In 2026, WVC will likely transition to using the Higher Education Data Sharing Consortium (HEDS) survey for gathering student feedback in future years due to the lower cost, increased flexibility to administer more than one survey per year, and because this survey tool is anonymous for students and provides benchmark scores for comparison. Current and previous surveys are available [online](#).

As a response to the 2020 and 2022 PACE survey results, the PACE task force was formed to gather employee feedback on ways to improve campus climate. The PACE task force met from 2020-2023, and membership varied during that time; however, the core working group was roughly 10 employees that included staff (classified and exempt) and faculty representation from both Wenatchee and Omak campuses. One early product from this working group was a list of recommendations (see evidence), and several actions were implemented to improve campus climate such as weekly Coffee with Cabinet (now called Colleague Connections), Monday afternoon all-campus meetings, shared Cabinet agendas and meeting notes, etc. The PACE task force stopped meeting in 2023; however, it was replaced in 2024 with the [Collaborative Oversight Forum](#). The Collaborative Oversight Forum brings together ambassadors who represent employees across various classifications within the college—including faculty (both full-time and adjunct), exempt staff, and classified staff. Together, the forum supports meaningful collaboration on projects and initiatives aimed at promoting a more inclusive, transparent, and equitable decision-making process.

WVC gathers feedback from the external stakeholder community in the following ways:

- **Advisory board members** (list in evidence) are industry professionals who provide workforce faculty with feedback on course content needed to prepare students for employment. There are 126 advisory board members for the 14 different workforce programs (an average of nine per program). Workforce faculty meet regularly with advisory boards, and all changes to course and program learning outcomes and curriculum must be approved by advisory boards prior to taking changes to the Division and Curriculum Committee.
- **Community Local Needs Assessment (CLNA) surveys** are administered every three years to obtain external community feedback on workforce programs as part of the reporting for Perkins grants. The Comprehensive Local Needs Assessment ensures that Perkins V funding is distributed to appropriate community needs across the WVC service district. As with prior iterations of this federal funding, Perkins V provides critical support for existing professional technical programs, development of new programs, student support such as industry standard equipment purchases, and faculty professional development. The CLNA ensures the college's proposal addresses student and industry

needs, particularly around equal access to high-quality career and technical programs of study.

- **Career Launch** is a grant program administered by the State Board of Community and Technical Colleges (SBCTC). WVC has secured several Career Launch grants to obtain program endorsements and to work with SkillSource and local industry to obtain feedback, improve existing curriculum, develop new credentials, and purchase equipment for the Engineering Technology, Industrial Electronics, Drafting, Automotive Technology, and Machining programs. Career Launch-endorsed programs ensure that students have paid work experience incorporated into their curriculum. Career Launch grants have provided over \$40,000 for equipment purchases in the Automotive Technology program and \$265,000 towards the purchase of Engineering Technology teaching equipment. See the Industrial Technology Program Project Summary Report (in evidence) that describes the 2021 industry input.
- **Guided Pathways funded surveys** – Some of the state-administered Guided Pathways funding was distributed to faculty to gather community input. For example, Dr. Joan Qazi (WVC Geography professor) conducted an employer survey to obtain feedback on sustainability curriculum to develop the Sustainability Guided Pathway (see evidence). In 2022, two WVC faculty, Dr. Karina Vega-Villa and Dr. Amy Snively, conducted an ethnographic survey in the Latine communities that live and work in WVC’s service district. The goal of this work was to analyze the attitudes, knowledge, accessibility, and perceptions of Latine residents regarding WVC and the career pathways offered.
- **Internal surveys of community involvement** are conducted to document how employees involve members of the community with student learning at WVC. Results from a fall 2025 employee survey were used to create a [dashboard](#) of community involvement which indicated that WVC employees have engaged over 200 unique community organizations in the last few years. These community connections include guest speakers in classrooms, internships, advisory board members, events on campus and other opportunities to connect students with real-world organizations and deepen learning experiences. One useful aspect of this community partnership dashboard is that it can be sorted by advisory board members to view the industry and community partners that provide feedback on each workforce program.
- **Workforce Dean Tracy Donnelly** is involved in several community work groups and organizations such as the Apple STEM network, North Central Education Service District, and SkillSource, which provides WVC with ongoing opportunities for formal and informal program feedback as well as making connections between students, faculty and industry.

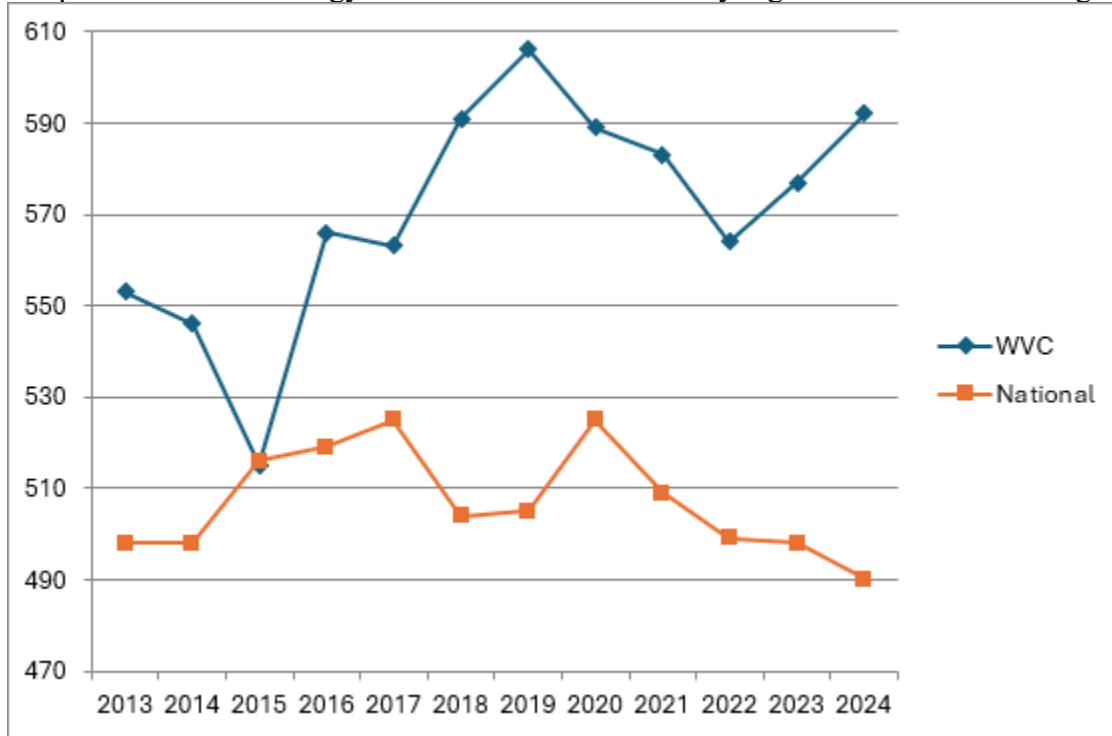
Workforce programs work closely with advisory boards and local businesses to ensure that WVC courses and credentials prepare students for employment. Here are five examples of recent program revisions or improvements that were made in order to incorporate industry (sometimes from advisory board members) input:

1. The Computer Technology program offers a one-year certification that prepares students to work in nearby data centers. As a result of meetings with industry representatives, WVC started to offer the Computing Technology Industry Association CompTIA testing on campus so that students who completed the Data Center/IT Technician Certification program could earn that industry credential. Microsoft also provided scholarship funds to

support students through funding tuition and the CompTIA tests, which can cost \$250-750 per certification. Since partnering with IT Cybersecurity businesses such as Firefly and local data centers such as Sabey, WVC has increased both accessibility and attainment of CompTIA certifications on campus. In approximately three months, 11 students have earned their CompTIA credentials through WVC's training and on-site testing. Regional employers, including our data center partners, have reported that employees who earn CompTIA certifications can become eligible for advancement, receiving wage increases or promotions. Within the past 18 months, WVC has helped over 30 students secure well-paying IT careers, directly supporting the region's expanding technology workforce.

2. The Automotive Technology program recently updated its work order system from paperwork orders to computer work orders in order to teach students how to use the technology that is currently used in businesses.
3. The Business Computer Technology program recently aligned their curriculum so that students are prepared to take the MS Office certification exams.
4. The Industrial Electronics program had four industrial robotic arms; however, advisory board members indicated that students should also be trained in using vision- guided robotic arms, so in 2024, the program used Career Launch equipment funds to purchase three more robotic arms that contained cameras. Students are taught to use these robots in ELTRO 220, and these skills are used in industry for any repetitive tasks such as automated packaging, guiding welding, and selecting items from pallets for shipping.
5. On October 31, 2024, the SBCTC approved the joint program proposal for Big Bend Community College and Wenatchee Valley College to offer a Bachelor of Applied Science (BAS) in Behavioral Health degree to area students. The BAS in Behavioral Health degree is designed to provide program graduates with the practical knowledge and skills necessary to enter the behavioral health workforce as part of an integrated care team at community health, rural health, and hospital centers. The BAS in Behavioral Health degree builds on an associate degree, providing junior and senior-level courses that establish a strong understanding of human behavior, mental health disorders, and the principles of counseling. In the senior year of the program, students apply their learning in a three-quarter field practicum with a local behavioral health provider.
6. Course and program improvements are often made based upon a combination of feedback received. For example, the Medical Lab Technology program started preparing short YouTube videos on specific topics for use in the academic component of the Hybrid program. Despite high exam certification scores in hematology subject areas (see graph below), clinical supervisors indicated that students were weak in hematology skills. Therefore, in Spring 2025 a series of [hematology videos](#) were created that allow students to see real microscopic images accompanied with a short, recorded description to explain the images. This program is not only unique in its delivery with online academic content and alignment of in-person practicum experiences, but it is using these innovative delivery methods to improve student learning.

Graph depicts WVC hematology exam scores are consistently higher than national averages



Qualitative feedback from clinicians who have worked with WVC MLT students has indicated that the additional video support in hematology was helpful:

*“I spoke with the tech that has been working with Jonathan and he said that he felt Jonathan was well prepared in regards to cell identification and that he had sufficient background knowledge to begin clinicals successfully.”*

*“I do feel that basic knowledge was much better from what I remember in the past.”*

Any program changes resulting from community feedback are routed through the following groups as part of the formal approval process: advisory board (work force programs), department or division, Curriculum Committee and Instruction Council (IC), Cabinet, and the Board. This shared governance process is further described below and in the shared governance description in Standard 2.A.1-4 below.

Cabinet is the executive leadership team at the college, and the structure is described in Standard 2A.2. Cabinet members co-build the weekly meeting agendas by bringing forward items that reflect internal and external topics for discussion and decision-making about next steps. Each member of Cabinet shares decisions made in the leadership team with their respective department members. Cabinet members or their delegates participate on a regular basis within the SBCTC system of Commissions and Councils to set policy, review progress toward system goals, and advance professional development.

<b>Council</b>	<b>Position Focus</b>	<b>Participate or Delegate</b>
Washington Association of Community and Technical Colleges (WACTC)	President	Faimous Harrison
Presidents' Assistants for Community and Technical Colleges (PACTC)	Executive Assistants	Maria Iñiguez
Business Affairs Commission (BAC)	Vice President for Administration	Steve Ward
Human Resources Management Commission (HRMC)	Vice President of Organizational Culture and Engagement	Lisa Harger
Instruction Commission (IC)	Vice President of Instruction	Jeannie Henkle (delegate)
Public Information Commission (PIC)	Executive Director of Public Information	Marcine Miller
Research and Planning Commission (RPC)	Executive Director of Institutional Effectiveness	Jennifer Hadersberger
Student Services Commission (WSSSC)	Vice President of Student Affairs	Diana Garza

Subsidiary Councils addressing specific higher education domains are also represented by the appropriate administrator.

In addition, the cabinet and other college leaders represent the college at local rotaries, chambers of commerce, economic and workforce development organizations, and other nonprofit organizations.

Article 5 of the Collective Bargaining Unit describes shared governance, which is intended to ensure a culture of collective ownership, engagement, and accountability for all of WVC's processes and decisions. Shared governance recognizes the expertise, abilities, skills, and commitment to learning that faculty and staff possess and how those attributes can assist the college in making appropriate decisions and setting meaningful directions. Shared governance at WVC operates through a system that includes Instruction Council, ten standing committees, ad hoc committees, task forces and divisions (see Section 2.A.4). Each committee responds to items that arise during the year such as policy changes or other topics related to the committee's purpose. The Curriculum Committee has always had a handbook to guide their work and outline policies and procedures; however, other committees have struggled to efficiently prepare work plans each year. Therefore, to improve the process and effectiveness of shared governance, each committee was directed to prepare a charter at their first meeting during the fall 2025 launch week. In addition, since 2024 students and staff (classified and exempt) have been invited to join the committees (with approval from their supervisor) to broaden and improve shared governance across the college. Faculty on committees report back to Instruction Council, students on committees report back to ASWVC, and staff report back to their work group to communicate topics discussed and further expand the review of documents shared at the committee level. For

example, at the November 2025 Instruction Council meeting (notes in evidence), the Education Achievement Committee reported back that they had approved a method to document student learning outcomes. The shared governance diagram in the evidence folder demonstrates how collective accountability and ownership flow through committee work and management structure at the institution.

The IC meets monthly (structure further described under Standard 2.A.4) and is responsible for consideration of all matters concerning faculty including, but not limited to, instruction, assessment, curriculum, advising, outreach, scholarship, program/department resources, planning and other student-related matters. For example, every fall the IC discusses the preparation of area plans, and in Fall 2025, the IC reviewed performance indicators used to evaluate mission fulfillment at the October meeting. Another example of successful shared governance was the recent shift to a block schedule. This was an idea born from faculty at a Math-Science division meeting, and it moved through the hierarchy (from division to IC, and eventually to a college-wide practice) which improved course alignment for students across both campuses. The proposal for a block schedule was ultimately voted on and approved by Instruction Council, thus better aligning course offerings for students.

Standing committees (listed under Standard 2.A.4) are representative committees with responsibility for defined aspects of shared governance, and they bring their recommendations to IC for consideration prior to any implementation. IC division chairs communicate back to all faculty in their divisions so that each faculty member has the opportunity to provide input about the college budgets, missions, goals, facilities, programs and staffing decisions. One example of how IC worked with a committee occurred during fall 2025, when the Education Achievement Committee approved a new way to measure the institutional Student Learning Outcomes (SLOs). That committee-approved proposal to document student achievement of SLOs (outlined in Standards 1.C.2 and 1.C.3) was shared with IC to keep everyone informed of changes in learning outcome assessment documentation.

Curriculum Committee is one of the standing committees that contributes to institutional effectiveness through review and revision of course and program learning outcomes. The Curriculum Committee handbook provides guidance on how to find and update course and program learning outcomes in Clean Catalog, the software that houses WVC's course catalog. The handbook also provides guidance on the process for routine as well as major learning outcome updates. Currently, the Curriculum Committee is preparing a style guide to improve consistency in the language used in guiding syllabi. The style guide will provide helpful input on the development of improved course and program learning outcomes, making sure they are written using short, measurable, achievable, results oriented, and time bound (SMART) statements and providing guidance on the use of action verbs (for example, Bloom's taxonomy lists).

Academic and non-instructional programs assess student learning and/or student support by preparing annual area plans that include reflections on course and program improvements. The area plans summarize annual gains, gaps, and goals, and they contain an assessment section where quantitative or qualitative information is considered in order to propose improvements to student learning. Area plans are further described under assessment Standard 1.C.5.

This self-reflection process has identified a need for improved transparency and communication, and several actions are outlined in the past, present, and future table. For example, the Collaborative Oversight Forum is taking input on campus thoughts and ideas, and they have started developing a communication plan. WVC has also identified next steps, including the development of a decision-making matrix and inclusion of a faculty representative in Cabinet meetings.

Evidence:

- Advisory board member list
- PACE task force recommendations
- Past present future table
- 2022 and 2024 CLNA survey results
- 2025 Committee charters and membership list
- Collaborative Oversight Forum charge letter
- October IC notes KPI mission fulfillment document shared
- November IC notes with SLO report back
- Curriculum committee handbook
- Joan sustainability community survey and pathway (already in folder)
- Career launch community survey report
- Shared governance diagram

## Standard 1C: Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

WVC offers 30 different associate degrees, 27 certificates, and 2 Bachelor of Applied Science programs to provide relevant, innovative and experiential educational opportunities for North Central Washington. Since the service district contains a higher than state average number of residents over the age of 25 without high school diplomas, offering Adult Basic Education, High School+ and English language acquisition courses are important components of the WVC vision to transform lives and strengthen communities.

Course content and rigor are identified in the Course Learning Outcomes (CLOs) stated in the guiding syllabus (for, which is housed in the Clean Catalog program. In addition, many of the guiding syllabi contain a list of core topics for each class to ensure consistency of topics and subjects covered in any section. Any new syllabi or substantive changes in the course guiding syllabus must be approved by the Curriculum Committee. Curriculum Committee procedures are documented in a handbook. During course development, faculty work with the Curriculum Committee to ensure that the course coding and credit hours are consistent with the SBCTC Policy Manual 4. Each instructor develops their own quarterly course syllabus using the CLOs and credit hours consistent with the guiding syllabus. New faculty are directed to find CLOs in the

guiding syllabi through the “What’s required on your syllabus” module in the Faculty and Course Enrichment (FACE) Canvas course.

Some discussions about rigor and consistency in assessment of student learning have occurred within disciplines and across campus. For example, in July 2022, WVC invited Dr. Wilma Dunlin (retired from YVCC) to discuss academic rigor, and several readings about rigor are included in the Canvas assessment training shell as resources for faculty. El Corazón is developing a three-part workshop series with academic rigor as one of the focus topics. In the Biology and English programs, rubrics have been developed to evaluate writing samples (lab reports and composition papers, respectively) to work towards more consistent assessment across sections of the same course; use of consistent rubrics is not required but recommended for grading papers.

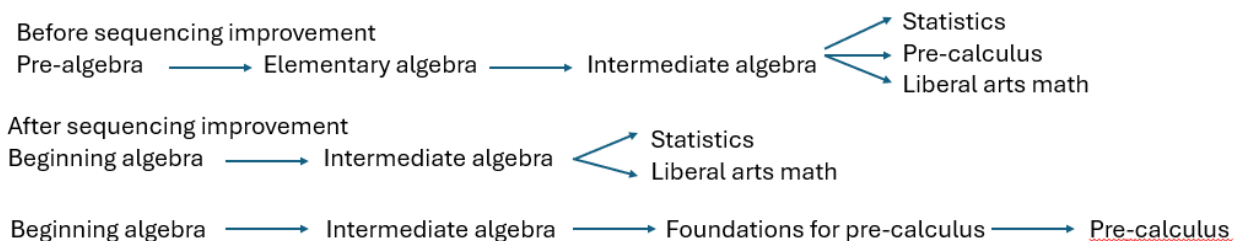
The term "program" is used in two ways at WVC: to represent discipline programs, and degree or certificate programs. Each discipline program and each degree or certificate program define Program Learning Outcomes (PLOs) to guide what students should know, think, and do (skills) after taking several courses within a discipline or upon program (degree or certificate) completion. PLOs are also identified in the Clean Catalog program and are listed on [WVC's course catalog](#) for each program. WVC has also identified [Student Learning Outcomes](#) (SLOs), which define skills that students have gained upon degree or certificate completion. Links between the CLO-PLO-SLO and evidence to document student achievement of institutional learning outcomes (SLOs) are further described under Standards 1.C.2 and 1.C.6, respectively.

All WVC degree and certificate programs are developed consistent with the SBCTC Policy Manual 4 and relevant state statutes including RCW 28B.50.020 and RCW 28B.50.090(7)(c), RCW 28B.50.810, and RCW 28B50.030(2). All technical programs work with advisory committees that include workforce members in their discipline to guide course and program content to ensure that graduates are prepared with the training needed to enter the workforce. Any changes in workforce degrees and certificate programs must be reviewed and approved by the advisory committee, workforce division and Curriculum Committee. Program and course changes are then forwarded to the Instruction Council for approval and referred to Cabinet for endorsement. Workforce programs then have an additional approval process at the state level through the SBCTC workforce education office. The structure of the transfer degree is also reviewed through WVC’s participation in the Intercollege Relations Commission (ICRC), a statewide group intended to facilitate transfer between institutions for all students pursuing baccalaureate degrees in Washington state. Significant program changes are reported to NWCCU through the substantive change process. These processes ensure that programs have appropriate content and rigor, and are identified with designators consistent with recognized fields of study and requirements of receiving institutions.

Degree requirements are clearly outlined in the [course catalog](#). Students are taking courses and following the degree requirements, and two- and three-year graduation rates have steadily increased since COVID. In fact, [student achievement data](#) (three-year graduation rate and transfer rate) demonstrates that students are meeting graduation requirements at a rate that is higher than peer institutions (see data in Standard 1.D.2).

WVC used to review and update program content to ensure consistency with recognized fields of study every three years; however, this requirement was removed during COVID to reduce workload on faculty and on the Curriculum Committee members. Workforce faculty consider relevancy of course and program learning outcomes annually and discuss course/program content with advisory board members at most meetings; these conversations are documented in meeting notes (see notes evidence). The Curriculum Committee is currently discussing whether or not to return to regularly required intervals for program-level review of guiding syllabi.

Course sequencing at WVC is based on traditional course numbering, but some program faculty are having conversations about appropriate levels and/or ways or improve sequencing. For example, the American Sign Language program recently clarified CLOs and topics covered to ensure consistency in learning outcomes for students progressing through the ASL 121, 122, and 123 sequence. This ensures that all students finishing ASL 121 are ready to enter ASL 122 and they enter the second course in the sequence with a more similar skill set. An example of improving course sequencing occurred in the Math department last year when the department shortened the developmental math pathway ending in Statistics or Liberal Arts Math to two courses instead of three. Math faculty analyzed all the topics that students were taught in the three-course Pre-Algebra/ Elementary Algebra/Intermediate Algebra sequence and separated out the topics specific only to Precalculus. At the end of this collaboration, content was compiled into two courses (Beginning Algebra and Intermediate Algebra) for students continuing to statistics or liberal arts math; a third course was created (Foundations for Precalculus) for students heading to Precalculus. This change allows students who start with Beginning Algebra to be able to take a college-level math course within their first year of college, which is a predictor of degree attainment. Since more students head towards Statistics (472 students in MATH 146 in 24-25) and liberal arts math (466 students in MATH 107 in 24-25) compared to Pre-calculus (260 students in MATH 141 in 24-25), this shortens the sequencing for ~80% of math students taking the series of courses below.



Transitional Studies also revised some course sequencing that resulted in improved SLOs. The Transitional Studies program added two new courses in Speaking and Listening skills to help non-native English speakers progress through their English Language Arts courses. Data indicated that students in level A or B of English Language Arts improved from a 30% success rate to a 45% success rate when taking the Speaking and Listening course either concurrently or sequentially. Student success in level C or D of English Language Arts improved from 40% to 46% when combined with the Speaking and Listening course.

Evidence

- Advisory committee examples of committee meeting notes with learning outcome discussions.

- Biology and English rubrics

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

WVC's credits and degrees are awarded in accordance with Transfer Agreements supported by State Board Community Technical Colleges (SBCTC) and ICRC. SBCTC also approves all certificates developed at WVC through their Program Approval Request Process. All credential requirements are outlined in the [catalog](#) for each degree or certificate offered at WVC. For example, the [Associate of Arts \(A.A.\) Direct Transfer Agreement \(DTA\)](#) outlines the degree requirements of which at least 90 credit hours must be completed with a minimum college grade point average of 2.0. In addition, students must earn at least 30 credits of their degree at WVC.

The AA DTA credential requires the following credit distribution:

- Writing: 10 credits
- Quantitative/Symbolic: 5 credits
- Humanities: 15 credits
- Natural Sciences: 15 credits
- Social Studies: 15 credits
- Electives: 30 credits minimum; no more than 15 credits of 'restrictive electives'

If degree requirements change, students have three years from the time of the change to complete the previous requirements unless state interagency agreements mandates changes be made before the three years.

Students must complete an application for graduation two quarters prior to completion.

Applications for fall quarter graduation are due by December 1; winter quarter by March 1, spring quarter by May 1 and summer quarter by August 1. All degree requirements can be found [online](#), and here are a few links to specific program requirements:

[Associate of Business - Direct Transfer Agreement](#)

[Associate of Science – Transfer Degree](#)

[Associate in Applied Science – Transfer Degree](#)

In the [AA-DTA](#), courses are sequenced to ensure that there are increased academic demands as students progress from pre-college to 100- and 200-level courses in math, English, and the sciences. Course sequencing and increased skill levels are demonstrated when 200-level courses require prerequisite coursework for registration. Generally, 200-level courses in math, English and the sciences indicate prerequisite coursework in the course catalog, and student registration is not allowed without completed prerequisite course work or instructor permission. Several workforce programs build upon skills through course sequencing; the Machining program mapping within the program learning outcomes demonstrates how students are introduced to, develop, and gain

mastery over skills. Figure drawing (ART 111, 116, and 117) and ceramics courses (150, 151, 152) in the [Art program](#) are also sequenced with levels I, II, and III, indicating that each sequential course builds upon the skills acquired in the previous class. This type of skill development mapping through course sequencing documents the increasing depth of student learning, and students demonstrate skills through multiple methods of assessment throughout the course sequences. Upon completion of the program, these skills are demonstrated with capstone projects and/or standardized tests.

The catalog has a list of programs and courses, with each program including Program Learning Outcomes. Each course lists the Course learning outcomes on the guiding syllabi. For example, the PLOs listed in the Anthropology program are linked back to the SLOs. Similarly, the classes include a list of CLOs. As an example, in ANTH 100, the CLOs can be expanded to demonstrate the link to PLOs. Not every program has the CLO-PLO-SLO links completed in the catalog, but all programs list PLOs, and every course lists CLOs; several mapping examples are included in the evidence folder.

Learning outcomes are assessed at the course level through specific evaluations of student learning and faculty prepare annual area plans with assessment of course and/or program learning outcomes (see Standard 1.C.5 for more information about area plans). Institutional level assessment of Student Learning Outcomes is also described under Standard 1.C.8.

Students demonstrate mastery of program learning outcomes upon program completion through standardized tests, capstone projects, and work experiences. In some programs, students take standardized tests to demonstrate achievement of learning outcomes and the data is published on their website:

[Pharmacy Technician](#)  
[Medical Lab Technician](#)  
[Radiologic Technology](#)  
[Registered Nurse](#)

WVC has [programmatic accreditation](#) for several programs such as Automotive Technology, Nursing, Radiologic Technology, Pharmacy Technician, Medical Assistant, and Medical Lab Technology. These programs publish exam pass rates for earning credentials, retention rates, and/or job placement rates on their program web pages. Other programs incorporate capstone projects, papers, and work experiences such as clinicals and internships, where students demonstrate the increased depth of learning through these multiple methods of assessment. For example, the Industrial Electricity program students build pneumatic walking machines in ELTRO 240 as a capstone project, demonstrating achievement of learning outcomes (see video in evidence folder and photo).





Many of the workforce programs (Drafting, Early Childhood Education, Automotive, Environmental Systems and Technology, and Allied Health programs) require cooperative work experience, a clinical, or a practicum class where students are placed with an employer in their field for a job shadow, internship, or work experience. These work experiences vary by program, employer, and student in terms of the number of hours, credits, and whether it is paid or not. These work experiences culminate in a self-reflection,

employer assessment of student readiness for employment, and/or preparation of a work portfolio to assess the breadth and depth of learning.

Moving forward, WVC aims to expand the number of programs with learning outcome mapping in the catalog (similar to Anthropology) to clarify the links between course, program and student learning outcomes, and to share more artifacts of student work to demonstrate the multiple methods of assessment used to demonstrate evidence of learning outcomes (further described in Standard 1.C.6 demonstration SLO achievement).

#### Evidence

- Machining IDM mapping
- Industrial electronics video

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Learning outcomes are publicly available in language commonly understood at the entry level for the program/degree. Wenatchee Valley College identifies and publishes expected course and program learning outcomes for all degrees, certificates, and credentials in the WVC [Course Catalog](#) available on the website. Course Learning Outcomes are also published on course syllabi. Program Learning Outcomes are accessible on each [program page](#) in the online catalog. The General Education Outcomes and Abilities section outlines [Student Learning Outcomes](#) for students pursuing degrees and certificates from WVC.

Upon completion of a credential, successful students will be skilled in the following Student Learning Outcomes:

#### **Problem Solving**

- Critical Thinking
- Creative Thinking
- Quantitative Thinking
- Qualitative Thinking

#### **Communication**

- Oral Expression
- Written Expression
- Artistic Expression

**Social interaction**

- Collaboration
- Ethical Conduct
- Professional Conduct
- Cultural Diversity

**Inquiry**

- Information Literacy
- Research
- Documentation

Each [program](#) listed in the catalog includes the program learning outcomes and a list of courses. Associate degree programs and certificates have clearly stated program learning outcomes in the course syllabi and at the program level in the online catalog. For example, the [Business](#) discipline offers two associate degrees and four certificates. The course catalog page for the [AAS in Business](#) lists the required courses and the program learning outcomes; course learning outcomes are on every course syllabus.

In some programs, there is a commitment to teach to well-formulated learning outcomes, making them transparent to students and clearly linked to assessments. For example, the BSN Pathways program demonstrates effective assessment through faculty-established, standardized outcome evaluation across all RN-BSN courses using Canvas-integrated LIKERT scales and tagged assignments. Learning outcomes are linked to assignments throughout the Canvas course (see example for Nursing 320 in evidence folder). One Biology faculty has also linked learning outcomes to assessment types in the Biology 211 syllabus. These examples have been shared with faculty and will hopefully lead to more examples of linking learning outcomes to assessments throughout campus in the future.

Faculty have developed curriculum that gives students opportunities to acquire life-changing abilities. Lasting learning outcomes are those that transcend discipline and program-specific skills, competencies, and knowledge. WVC structures learning so that students acquire those abilities that produce deep, lasting learning, and the college is committed to continually assessing both what our students know and can do, and how we can improve their college experience.

Graduation surveys starting in Spring 2026 will be mandatory (instead of optional) and include revised questions asking students to reflect upon whether or not they have gained skills in the institutional student learning outcomes (SLO's) listed in the table above. These SLO survey questions will assess whether students have gained competency in problem solving, communication, social interactions, and inquiry upon earning a credential. If students indicate that they do not feel competent in any one of these institutional-level student learning outcomes, then WVC will reflect upon how to improve those competencies by building skills in coursework. SLO survey questions for the graduation survey will be available by April.

**Evidence**

- Linking assignments to learning outcomes (Examples from Nursing 320 and BIO 211 syllabus)

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Wenatchee Valley College's admissions and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public. Both the [admissions](#) and [graduation requirements](#) for each degree and certificate are widely published in the 2025 Academic Catalog as well as on the [website](#) contains the actual details about how to apply for graduation. Each DTA program outlines WVC Degree Requirements – The [A.A. DTA](#) is an example. Graduation requirements for the certificate programs are also listed on each program page in the [catalog](#); for example, the [Business Computer Technology certificate](#) lists the required courses for completion.

For students taking HighSchool+ courses, [high school diploma requirements](#) are set by the State of Washington Board of Education. Therefore, WVC follows the same requirements that every public high school must follow. The high school graduation requirements can be found on their [website](#) or in this [WABoE document](#), and are guided by various WACs. The other [HS+ Program](#) requirements are set by [SBCTC BEDA](#) to ensure that WVC follows all requirements under the federal government's Department of Education Adult Education and Family Literacy Act (AEFLA), which falls under Title II of the Workforce Innovation and Opportunity Act (WIOA) and is administered by the Office of Career, Technical, and Adult Education (OCTAE).

As part of this self-reflection process, WVC drafted new placement and graduation policies that were reviewed by Instruction Council and Cabinet before being approved by the Board of Trustees at their February 18, 2026 meeting (evidence).

WVC is an open admissions institution such that admissions are accepted upon application submission. New students receive a welcome email with the link to the [student checklist](#), which describes the onboarding process, how to apply for funds, how to determine course placement, and course registration. Then, the outreach and recruitment staff call and email the new student to direct them to the online pre-placement questionnaire as well as FAFSA and WAFSA. Once they have completed the pre-placement questionnaire, students are enrolled in the First Year Experience pipeline, where the [First Year Experience \(FYE\) program](#) staff request transcripts to determine placement. If placement is waived, then the final step is completing the mandatory Orientation, Advisement and Registration tutorial that is in Canvas (a printout is attached as evidence). Once that tutorial is done, then the intake hold is lifted in ctcLink. Students must also complete the [Student Financial Responsibility Agreement](#), at which point they are able to register. The FYE navigators help new students develop an education plan or a first quarter schedule of classes. FYE also offers onboarding workshops (see flyer in evidence folder) each year to help students get started in their college experience.

Students are regularly apprised of their progress towards meeting graduation requirements through their faculty advisor and the Academic Advising Report (AAR - a degree audit tool). Three example degree audits are attached as evidence. The AAR has a 'What If' feature that allows students to understand the academic implications of a change of degree. Furthermore, students also discuss the academic implications of a change of major with their faculty advisors.

Finally, students meet with Financial Aid staff to discuss financial aid implications if they choose to change their major. Students are reminded [online](#) to register for graduation, and there is a [graduation requirements](#) web page for student reference.

Moving forward, the new website will improve the description of the admission requirements and update some of the online registration forms. In addition, WVC plans to develop a more systematic way to monitor graduation requirements so that faculty advisors can determine whether or not students have registered for graduation to ensure that they are doing this in time to graduate when they are ready to obtain a credential.

#### Evidence

- Orientation flyer
- New placement and graduation policies
- Orientation, advisement and registration tutorial
- Academic advising report (3 examples)

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

In 2000, WVC put into effect an [Educational Assessment Policy 300.400](#), which states that the effectiveness of the college's educational offerings shall be assessed regularly by faculty and instructional administrators. Individual courses shall be assessed on the basis of anticipated student learning outcomes. Programs of study shall be assessed on the basis of transfer rates, employment placement, student satisfaction, employer satisfaction, and other appropriate measures.

Article 6 "Workload and Duties" of the [Collective Bargaining Agreement](#) (CBA) states that part-time faculty are responsible for course level assessment and will be compensated for participation in program and/or institutional-level assessment. The CBA requires full-time faculty to engage in course, program, and institutional level assessment of student learning. Program coordinators are compensated to work with administration on program assessment, planning, and identification of changes needed to work towards improvement.

Despite the policy and CBA requirements, NWCCU issued two recommendations to WVC in 2019 in response to Standards 2.C.5, 4.A.3, and 4.B.2, and the college was deemed out of compliance for assessment practices. In response, WVC hired a team of four assessment coordinators (faculty were compensated with 1/3 course release time) in Fall 2019 to help address assessment related recommendations. Three coordinators worked with faculty and one supported non-instructional programs. A timeline (evidence) summarizes some of the key work implemented by the assessment coordinators. For example, the assessment coordinator team conducted extensive outreach with faculty and staff and prepared a compilation of the 2019-2020 work to summarize the Culture of Inquiry being established at the college (see evidence). The compilation document defines assessment, explains how to get started, and provides examples of

artifacts collected across both campuses to help other faculty progress on the assessment road map (depicted below), which was included as Figure 3 in the report.

Figure 3. Road map for starting assessment and entering the cycle of continuous improvement

Have PLO's	SMART PLO's	Mapping between CLO-PLO-SLO	How do we measure PLO's?	TOOLS	How will assessment inform area plans?	Budget	Implement change
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The assessment work at WVC started with the establishment of learning outcomes at the course, program, and institutional level (CLOs, PLOs, and SLOs, respectively). Since 2019, many programs have updated their PLOs; current versions are in the [Catalog](#).

The [assessment framework](#) at WVC has four components:

1. Learning outcomes
2. Assessment resources
3. Evidence of student learning and
4. Evidence of improvement

1. **Learning outcomes** define what we hope students know, think, and do upon leaving WVC and these are measured by:
  - o Course learning outcomes (CLOs), which are available on each guiding syllabus. On each [program page](#), first click on a program, then scroll down to the list of courses, then click on a class, which brings up a guiding syllabus that lists the course learning outcomes. For example, the CLOs for [AGRI 101](#). New faculty are directed to the guiding syllabi to find CLOs through the “What’s required on your syllabus” module in the Faculty and Course Enrichment (FACE) Canvas course.
  - o [Program learning outcomes](#) are available on each program page in the catalog.
  - o Student learning outcomes that are [listed](#) (see also Standard 1.C.3) and thoughtfully [defined](#).

2. **Assessment resources** are compiled into a Canvas course and employees can self-enroll using this URL: <https://wvc.instructure.com/enroll/7CPK4N>

The Canvas shell contains the following assessment resources:

- Area plan templates and examples
- Information about creating rubrics
- Readings about academic rigor
- Guidance for learning outcome mapping
- Information about creating assessment plans
- What are and how to define benchmarks

- Links to previous and upcoming assessment training opportunities

A timeline (see evidence) from 2019-2023 highlights some of the key work that the assessment coordinators have facilitated on campus, which has included assisting faculty with the development of annual area plans, providing the assessment trainings, and curating assessment resources as listed above, and in general worked to highlight the assessment and resulting program improvement work being implemented on Canvas.

3. **Evidence of student learning** is documented by faculty at the course, program, and institutional level.

Evidence of student learning at the course level is documented through standardized tests, capstone projects, pre- and post-student surveys, cooperative work experiences, writing samples, and other formative and summative assessment methods. Faculty document evidence of student learning in annual area plans and/or in vignettes. A few examples are included here:

- Several programs use a pre- and post-assessment as evidence of student learning at the course level; see attached examples for the Business Computer Technology, English 25-26 area plan, and Biology (Oceanography). These surveys or composition examples demonstrate skills and knowledge gained at the course level.
- Projects, such as the [WVC Sustainability Story Map](#) provides evidence of the high-quality student learning happening in the Geography 215 GIS course.
- The Nursing program has compiled a vignette documenting strong student achievement outcomes demonstrated by ADN and BSN NCLEX pass rates that are 2% and 8% higher than national averages, respectively. Plus, 80-90% of students complete the two-year Nursing program, and 97-100% of students are employed as an RN within six months of graduation.
- Students in the Engineering Technology and Drafting programs demonstrate AutoCAD skills learned in Engineering 105 through submittal of final projects; see evidence folder.



“Throughout my time in the nursing program, I grew as an individual while transforming into a skilled and compassionate nurse. I am grateful for the support that this program provided while encouraging my success.”

**Jordan Aguilar**  
2025 WVC Alumna,  
Associate Degree in Nursing



Faculty and staff reflect on program learning outcomes in annual area plans that describe the gains, gaps, goals and identify assessment questions to reflect upon areas of program improvement. Once faculty and staff develop assessment questions and areas for improvement, then they identify actions or interventions to improve teaching and learning, and this work is documented in the area plans. Area plans are prepared each fall, shared with the deans and vice presidents and stored collectively in a Canvas assessment page. The deans and vice-president of Student Affairs review area plans, provide feedback, and use the budget requests to inform budget planning as described in Standard 1.B.3.

Evidence of institutional student learning outcomes is described under Standard 1.C.6.

In summary, the annual area plan is an opportunity for departments and programs to:

- Collectively reflect on program performance and innovation
- Share program accomplishments and future vision
- Document ongoing process for continuous improvement
- Collaborate among colleagues among planning efforts
- Demonstrate outcomes of the plan with data

Area plans give program staff and faculty an opportunity to reflect on where they are and where they want to go, create a plan for how they are going to get there, and then assess the results of their efforts. Area plans therefore represent a three-year process. They are longitudinal and demonstrate a cycle of planning, growth, and evaluation collectively as a program. The college emphasized the importance of collaboration in area plan preparation by compensating employees for collaboration time during the July 2021 Assesstivus training.

#### 4. Evidence of improvement

Faculty are continually working to improve teaching and learning by asking assessment questions, implementing actions or interventions, and/or by incorporating high impact practices into their courses and programs. These efforts are highlighted through area plans and vignettes with a few examples summarized here:

- In 2019-2020, the Medical Lab Technology program evaluated the ASCP Board exam scores by topic area to identify areas where WVC student scores dropped below the national average. Instructional or clinical interventions were implemented in specific subject areas to improve student exam scores (see vignette in evidence).
- The 2021-2022 Pharmacy Technician area plan describes several curriculum changes made to improve national certification exam pass rates and improve feedback from clinical site partners. A snippet from the Pharmacy Technician 25-26 area plan describes an intentional increase in simulation time that resulted in increasing student board exam scores to 6% over the national average (see vignette in evidence).
- In 2023, the Agriculture department secured grant funds to purchase microbiology equipment and fund student internships. Students can now extract DNA and amplify DNA sequences through Polymerase Chain Reaction equipment on campus. Student interns used plant tissue samples collected from orchards to sequence RNA to identify plant diseases. Student, faculty, and industry testimonials (attached in evidence) document the improvements in student learning and career advancement opportunities resulting from this grant funded work.
- In Foundations for Pre-calculus (MATH 102) and Pre-calculus (MATH 141), one Math faculty implemented ideas from the book “Building Thinking Classrooms in

Mathematics” by Peter Liljedahl to move from a lecture-based approach (with time to do a few problems each class period) to a student activity approach. Instead of lecture, each day students sorted into randomized groups and completed problems and activities at five different large whiteboards around the room. The problems were chosen specifically to allow students to apply some knowledge or skill they already had to a new situation, new concept, or extension. Preliminary data (one section pre- and post-intervention) indicated improved pass rates in the MATH 102 class, increased attendance, and 91% of students surveyed indicated that the methods helped them with the homework.

In 2022-2023, WVC began to summarize the annual area plans each year to list the program improvement work being done; these efforts are summarized in Section 1.C.7 below, and the summaries are available as evidence for learning improvement [online](#) and in the assessment Canvas shell. In 2025, the Institutional Effectiveness office (formerly ASPIRE) also surveyed faculty to learn more about high-impact practices being used across campus to improve student learning (evidence). Assessment coordinators now regularly collaborate with the Institutional Effectiveness office, Human Resources, and El Corazón Center for Teaching and Learning to prepare trainings on how to use data to develop assessment questions and identify areas that need improvement. For example, the results of the High Impact Practices survey will be used to inform future trainings at El Corazón Center for Teaching and Learning.

If or when area plans and assessments result in proposed changes to course or program learning outcomes, or the addition or removal of coursework to programs, these changes are reviewed by the faculty-led Curriculum Committee. As described under Standards 1.B.4 and 1.C.1, Curriculum Committee has established practices for reviewing curricula, analyzing student learning, and planning for instructional improvement across disciplines so that curriculum changes are carefully considered prior to implementation.

WVC has emphasized the importance of using data in area plans; however, prior to 2022, disaggregated data was only available through ad-hoc data requests and summarized in the mid-cycle and seven-year reports. The first disaggregated dashboard was developed in 2022 and since 2024, faculty and staff can query enrollment, retention, and course success rates through the [data dashboards](#) for several disaggregated characteristics. In addition, the Institutional Effectiveness office has produced data summary reports ([institutional level instructional insights](#), faculty level instructional insights, program and discipline insights, and [assessment matrices](#)) and provided them to faculty to booster the use of data for self-reflection and incorporation into assessment and area plans. Data resources are further described under Standard 1.D.

In summary, faculty and non-instructional programs prepare annual area plans that document the use of results to improve student learning across academic departments and student support in non-instructional programs. The emphasis on area plans since 2019 has elevated the discussion about using data to evaluate the effectiveness of student learning and student support. Information has been shared about assessment and the importance of program improvement through campus-wide trainings. Now that more robust data has been made available, the future

task for WVC employees is to incorporate self-reflection on disaggregated data annually and to more consistently use data to inform assessment and improvement of student learning.

Evidence:

- Culture of Inquiry report
- Assessment coordinator timeline
- Pre- and post-surveys to document student learning (3 examples)
- Nursing vignette
- Engineering 105 projects
- Examples (3) of Dean feedback on area plans
- 19-20 MLT area plan
- 21-22 Pharmacy Technician area plan
- HIPS survey

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

WVC identifies and publishes expected course, program, and institutional-level or student learning outcomes. The following are the student learning outcomes (SLO) adopted in 2014: Communication, Inquiry, Social Interaction, and Problem Solving. There is a [SLO poster](#) that hangs on various walls throughout campus. [Definitions](#) for each outcome were developed in summer and fall 2018 by the newly formed Assessment Committee. Then, for four years faculty assessed one student learning outcome per year by linking the SLO to an assignment in Canvas that evaluated student achievement of that particular SLO. This assessment successfully demonstrated that SLOs were being taught across the curriculum (report in evidence).

Faculty did not find the exercise of linking the SLOs to assignments in Canvas as an activity that provided them with feedback or reflection on student learning outcome assessment. Rather, they felt like it was a paperwork exercise to document student learning without true demonstration of the skills that students gained (or did not gain in a specific area). Therefore, the efforts to document student achievement of institutional-level student learning outcomes by linking assignments in Canvas was discontinued in 2022. Discussions about how to document student achievement of SLOs continued in the Assessment Coordinator meetings and in the Educational Achievement Committee for a few years until Fall 2025 when the Educational Achievement Committee voted to approve the following three-pronged approach for documentation of institutional Student Learning Outcome Achievement:

1. CLO-PLO-SLO mapping demonstrates the depth of student learning and ensures that there are multiple methods of assessment by the time students earn a credential.

Faculty map the linkages between course, program and student learning outcomes in the catalog; see the [Anthropology](#) program (+ symbols expand to document learning outcome linkages). Not every class contains content to teach every SLO. Rather, credentials are developed such that they contain a variety of courses so that upon completion, graduates have gained communication, inquiry, social interaction, and problem-solving skills. Several other programs have completed [CLO-PLO-SLO mapping](#).

2. Student artifacts (capstone projects, certification tests, lab work, etc.) demonstrate achievement of student learning outcomes.

Student work artifacts provide the most convincing evidence to demonstrate achievement of PLOs and SLOs. Faculty share examples of student work in annual area plans and vignettes, and several examples are included as evidence of student learning in

Standard 1.C.5. WVC is also working to post artifacts of student work on program web pages, with several examples completed for [Nursing](#), [Biology](#), [Industrial Electricity](#), [Computer Technology](#), [Agriculture](#), [Art](#), [Math](#), and [Natural Sciences](#). The Art program also displays student (and local) artist work in the [MAC Gallery](#) to demonstrate achievement of student learning outcomes; see also photos of student drawings and other art forms.

### Seen: Figure Studies by Student Artists | August–September, 2025



An exhibition of drawings created by WVC students in our figure drawing classes. Engaging in the traditional and extremely challenging practice of drawing the human form from life, these students used hours of focused observation, refinement, and discovery to create the pieces on display.

## WVC Advanced Students Exhibition | November–December, 2024



Carly Feddersen



Sue Edick



Lindsey Bloomfield



Cyndi Noyd



Claire Sianna Seaman

An exhibition of works by some of the outstanding artists from our community who continue to take classes in the WVC Art Department. The WVC Art Dept. takes pride in helping the most talented artists grow their practices, even those who already have advanced art degrees and strong exhibition records. Their presence in studio classes such as Ceramics, Painting, Printmaking, Illustration, Figure Drawing, and ART220 makes for a tremendous learning environment for everyone.

As described above, linked in evidence folders, and depicted on program web pages, WVC students are doing incredibly relevant work that demonstrates the achievement of student learning outcome skills in communication, inquiry, social interaction, and problem solving, in addition to program-specific content. Students are doing hands-on work that demonstrates these skills through artifacts such as AutoCad drawings, GIS maps, hand-built machines, molecular biology testing, [Mirror Northwest publication](#), [marketing graphics](#), computer networks, etc. Some faculty use rubrics to evaluate student projects; these rubrics link the work artifacts to learning outcomes.

3. Graduate surveys provide the institution with feedback on the level of student achievement of institutional student learning outcomes upon program completion.

WVC has administered an optional graduation survey for the past three years to assess whether or not students are satisfied with the skills they have gained in communication, inquiry, problem solving, and social interaction. In summary, 88-96% of students responded that they were satisfied to very satisfied with skills gained upon completion of a credential at WVC. That said, the survey had a low response rate (only 68 responses in three years) because it was optional. Also, asking about satisfaction levels with skills gained may not truly assess whether or not students have gained these skills. Therefore, WVC plans to make this graduation survey mandatory and re-word the SLO assessment questions to collect better data. WVC has developed a rubric that defines the level of mastery for each institutional SLO and terminology from the rubric will be incorporated into the revised survey questions. If students self-assess that they have not fully developed any of these SLO skills, then this will provide the institution with valuable feedback to determine how to improve instruction techniques related to that skill.

Moving forward, WVC aims to increase the number of disciplines with CLO-PLO-SLO mapping. We also want to expand upon opportunities to publicly share student work artifacts as evidence of student learning, whether that is pictures on the website, evidence in the hallways, portfolios, etc. The college also hopes that the revised, mandatory graduate survey will provide feedback on which student learning outcomes are being achieved and any areas where instruction can be improved.

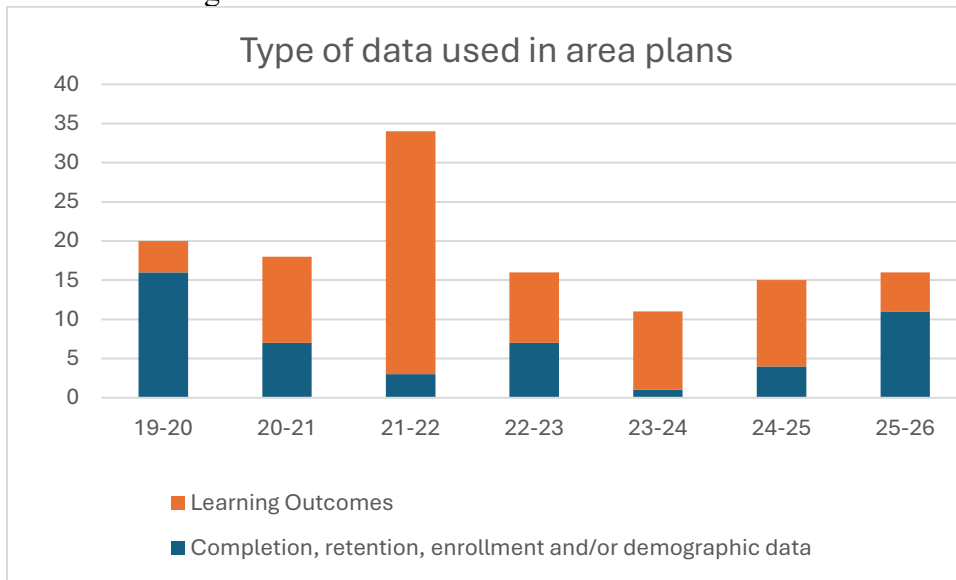
Artifacts: Four-year SLO assessment results, graduate survey results

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

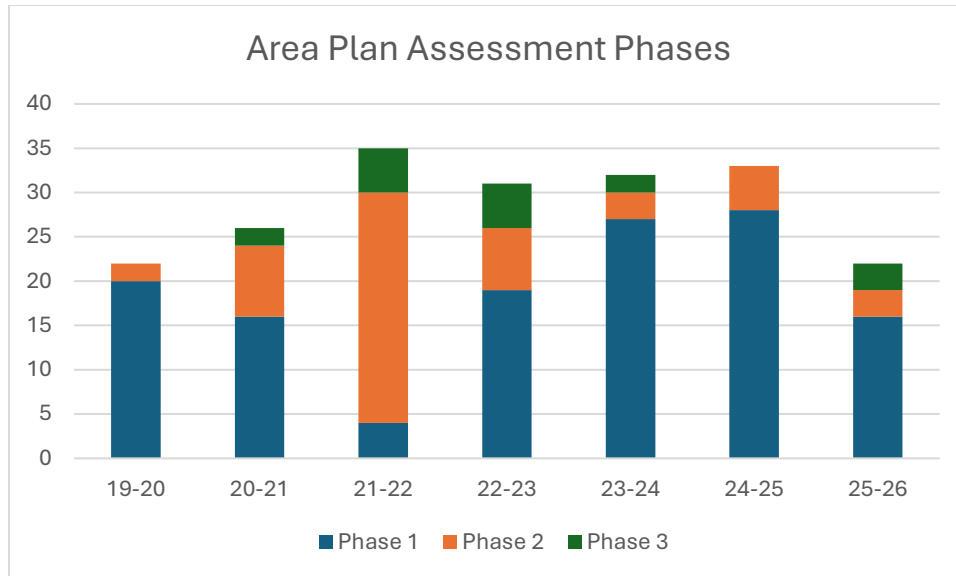
In disciplines where there is more than one faculty member, faculty work together to review and discuss the results of student learning assessments to inform program improvements. For example, the area plan summaries below describe several examples of program improvements happening each year. When there is only one faculty in a discipline or program, program

improvements may involve consultation with faculty from other disciplines to inform course choices or program improvements. For example, the Business Computer Technology (BCT) faculty have worked with Graphic Design faculty to incorporate courses from each other's programs to fulfill program requirements; ART 106 (Design 2-Dimensional Composition and Color) has been substituted for BCT 250 (Desktop Publishing), and BCT 160 (Presentation Graphics) and BCT 251 (Web Publishing) were incorporated into the Graphic Design certificate. Additionally, the Nursing program and the Science division collaborate on program improvements since the Science division teaches many of the prerequisites for the Nursing program (see recent email artifact).

WVC uses assessment results to inform academic planning, course and program improvements, and learning-support planning. WVC has analyzed seven years of annual area plans from the 2019-2020 to 2025-2026 academic years to summarize trends in the use of data, phases of assessment, and to highlight program improvement work. In the analysis of the first three years of area plans, results documented an increased use of data in area plans, and more specifically, an increased use of learning outcome data.



In addition, the first three years of analysis documented that more programs were using data to evaluate program improvements and closing the loop on the analysis; note the progression in the chart below from Phase 1 (asking an assessment question) to Phase 2 (data collection and intervention) and to Phase 3 (data collection to evaluate intervention) from 2019-2022.



Unfortunately, WVC’s progress in using evidence to inform decision-making was not sustained. In March 2023, a new executive director of Institutional Effectiveness joined WVC. At that time, the assessment coordinators were not utilized, and the Area Planning Process suffered. Analysis of the 2022-2023, 2023-2024, and 2024-2025 area plans indicate that less than half had incorporated data, and while most area plans included an assessment question, there has been limited follow-through to Phases 2 and 3 to collect data to determine if program improvements are effective.

Another explanation for this apparent downturn in the use of data in area plans and the reduced number of programs closing the loop on assessment questions is that the area plan template was revised for the 2022-2023 academic year and then used through 2024-2025. The revised template was an attempt to collect information in a standardized format so that it could be rolled out institution wide to summarize PLO and SLO assessment. Subsequent area plan analysis and conversations with faculty have indicated that the “form fill” approach was restricting creativity.

A new executive director of Institutional Effectiveness joined WVC in 2024 and reinstated the assessment coordinator model. The area plan template was also revised again in 2025-2026 to a more open-ended format intended to capture the creativity of program improvement efforts at WVC. This change in area plan format in 2025-2026 did not increase the use of data in area plans, and it did not increase the quantity or quality of assessment vignettes. In fact, due to budget issues, most faculty focused on discussions about how to build course and program enrollment in the 2025-2026 area plan documents. In fall 2026, launch week training will emphasize the need for area plans to focus assessment on program learning outcome improvement.

In the past few years, WVC has published data dashboards, improved response time to ad hoc data requests, and provided data reports across campus such as assessment matrices, instructional insights, and program and discipline reports. However, this increased access to data has not yet resulted in increased use of data in area plans. Therefore, a future focus is also to provide faculty

with training and compensation to reflect upon data and help them understand how to use data to identify the need for course and program improvements and then how to use data to assess interventions.

Despite the varied nature of their implementation, the area plans are still a useful tool for sharing program improvement work at WVC. For the past seven years, WVC has summarized program improvement efforts; here are snapshots of that work from the area plan annual summaries.

The 2022-2023 instruction area plan roll-up document summarizes the following program improvement work:

- Art is evaluating how the MAC Gallery art exhibits influence student learning through surveys and interviews.
- Business and Accounting is revising PLOs with student input and exposing students to job opportunities with Accounting Career Day.
- Chemistry faculty are collaborating to revise PLOs and CLOs to align with state and national standards, and they are working to develop and implement a department-wide assessment tool.
- Communication Studies collaborated with the Wenatchee World newspaper to provide freelancing opportunities to journalism students where they would earn both pay and credit for submitted and published articles.
- Computer Technology is working on curriculum alignment to prepare students for jobs as data center technicians and for CompTIA A+ Certification.
- Graphics Design and Economics are collaborating with CWU on four-year transfer pathways.
- Several programs (CMST, ECON) have integrated eBooks to reduce cost for students and incorporate online activities to improve learning.
- Several programs are working on learning outcome updates and/or curriculum alignment with industry certifications with industry input (Graphic Design, BCT, ESRT, ASL).
- Several programs are working to develop pathways based upon job demand data (Exercise Science, BCT).
- Programs are developing rubrics to clarify assignments and improve student success (Humanities).
- The Machining program has shifted to competency-based work where students work at their own pace.
- Programs have developed student study spaces to facilitate tutoring opportunities (STEM Center, and Languages and Communication Lab).
- Programs have incorporated specific content (or updated equipment) into courses to stay up to date with industry standards (Rad Tech, Math).
- Nursing has developed an LPN to BSN pathway.
- The Pharmacy Tech program is revising curriculum to improve certification scores in specific subject areas.
- Physics is using flipped classroom practices to improve student learning.

- Programs are using course fees to purchase materials to provide more equitable learning opportunities for students (Political Science and SDS).
- Sociology changed assessment methods based upon student feedback to incorporate a research project into the class curriculum.

In the 2024-2025 area plan summary, here are some excerpts of the program improvement work that is ongoing at WVC.



- Working to improve learning outcome statements on guiding syllabi to improve consistency amongst faculty to improve retention rates from ASL 121 to 122.
- Course fees are being used to purchase copies of required books for the library to improve student access (Anthropology).
- Building community partnerships by offering Continuing Education seats in WVC classes (Art).
- Recommending curriculum additions (trauma-informed counseling and harm reduction) to meet new industry requirements for BHSS credential (BAS-BH).
- Working on arranging CompTIA certification testing on-site at WVC (Business Computer Technology).
- Developed a student placement agreement with Okanogan Behavioral Healthcare and working on one with the Colville Confederated Tribes (Addiction Studies).
- Curriculum revisions to align with industry (Computer Technology).
- Working with local industry (Rivercom and Chelan County) to develop internship opportunities for students (Criminal Justice).
- Creating a literary journal for highlighting student work (English).
- Program format changes increased enrollment and now working on new format changes to increase completion rates (Machining).

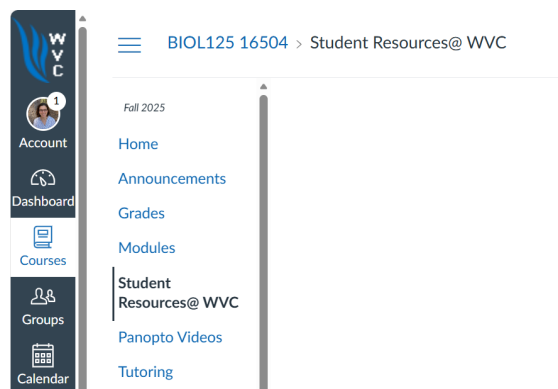
Here are some excerpts of the program improvement work described in the 2025-2026 area plans:

- Building community partnerships by offering Continuing Education seats in WVC classes (Art).
- Securing grant and industry donations to fund students to take the CompTIA certification testing on-site at WVC; from June – September 11 students took this test to qualify them to work in data centers (Computer Technology).
- Developing Guided Pathways mapping.
- Curriculum alignment with industry certification (Microsoft office applications in BCT program).
- Integrating curriculum with industry so that students participate in conferences, newspaper editing, events and internships (Communications).

- Offering short certifications in Spanish (Early Childhood Ed).
- Restarted the student and faculty literary journal, Mirror Northwest (English).
- Shortened developmental math pathway, cross-listed ABE-developmental math courses, bought graphic calculators for students, assessed graphing skills across sections (Math)
- Aligned all STEM pathway course offerings to reduce course time conflicts (Math, Biology, Chemistry, Physics).
- Offering an online MLT program with in-person clinical opportunities and developed an affiliation agreement with Kaiser Permanente to train employees.
- Linking learning outcomes to assignments to evaluate student learning (Nursing).
- Adopting OER to reduce student costs (Political Science and other programs).
- Ensuring rigor in College in High school courses (Political Science).
- Developing new CTE dual enrollment options (Business Computer Technology).
- Faculty collaboration to work towards consistency in labs, grading lab reports with a similar rubric, and ensuring formative along with summative assessment; preliminary results indicate a 4% reduction in the variation in student pass rates (Biology).

As faculty reflect on gains, gaps, and goals each year, these annual discussions about how to improve student learning outcomes have led to improvements in learning support practices institution-wide. For example, WVC offers [tutoring support services](#) such as a [Write Lab](#) service to support students with writing assignments. In addition, WVC recently created a [STEM Center](#) and a [Languages and Communication Lab](#).

Faculty and advisors inform students about learning support services in classes, and the student support resources are included as a link in the course navigation menu in each Canvas course (see image below). When students click on this support services page, tutoring is just one link that can be expanded to learn about general tutoring support in the STEM Center, Write Lab, Languages and Communication Lab, and Student Grants and Transitional Studies Tutor Center. Many of these learning support services are creatively funded at WVC. For example, the STEM Center uses course fees to pay tutors, and some faculty host office hours to provide tutoring support in the STEM Center. The Transitional Studies Tutor Center is staffed Monday-Friday from 8am-5pm or by appointment by an AmeriCorps volunteer. Incorporating links to student support services into each Canvas course is a systematic way for campus to communicate consistently about all the support services available to students.



*District wide student support services are included as a link in each Canvas course.*

In addition to the institution-wide learning support centers described above, WVC offers several cohort-specific learning support programs: CAMP, TRIO, and MESA. The positive impact of these student support programs is documented in Standards 1.D.2 and 1.D.4, and they are further described in Standard 2.G.1.

Student support program and tutor center staff have been asked to prepare annual area plans that identify goals and/or outcomes to assess effectiveness of student support and improvement in student learning outcomes. Not every program has prepared an area plan every year; however, those who have turned in area plans have documented strong measures in student support and plans to improve student support in the future. For example, the 2025-2026 CAMP area plan identified that 100% of the 45 students enrolled in 2024-2025 completed their first year of college and 91% returned for their second year, which is higher than the 86% average CAMP retention rate. CAMP outlined a goal to increase retention rates to 93% next year. In their 2023-2024 area plan, TRiO reported a 90% persistence rate with 24 graduates and an 87% transfer rate to four-year institutions. The goal identified was to increase transfer rates by offering transfer academy workshops and organizing campus visits. In the future, WVC aims to increase the number of learning support program area plan submittals and ask student support programs to develop Service Area Outcomes, which are measurable goals or objectives that define the intended impact or benefit of a specific service area on students, staff, or the broader community.

Evidence:

- Science division and nursing email as evidence of cross program collaboration

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

WVC adheres to the transfer agreements with the State Board of Community and Technical Colleges and the Intercollege Relations Commission (ICRC). Credits earned by a regional accreditation association are generally accepted by the college. As a result, the college provides transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. The college ensures careful evaluation of credits that is fair and equitable to students. A Transfer policy was recently developed, reviewed by Instruction Council and approved by the Board of Trustees on January 21, 2026.

Transcript evaluation and transfer credit processes are described on page 24 of the pdf version of the WVC catalog and in the online [catalog](#). Students fill out the [transcript evaluation form](#), which is submitted to the registrar along with copies of student transcripts. It can take 6-8 weeks for staff to process transcript evaluation requests. WVC's process for reviewing transfer credits involves faculty review; however, faculty indicate that the process could be improved in the future by streamlining processes to document College in the High School and Career Technical Education dual credits rather than awarding these high school credits on a case-by-case basis. Transfer credit is also further described in Standard 2.C.1 below.

The Academic Credit for Prior Learning Policy [300.385](#) was updated and approved by Instruction Council in Fall 2025 and approved by the Board of Trustees at their February 18, 2026 meeting. This policy change will help the college move forward with the implementation of this important student support practice. Policy 300.385 and [Procedure 1300.385](#) guide institutional granting of credit for prior learning. Currently enrolled students may earn college credit when they demonstrate by examination or evaluation that their professional experience or substantial prior learning meets the specific outcomes of a WVC course. Prior learning credits can be awarded through the following avenues:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Course Challenge
- DANTES Subject Test (DSST)
- Industry Certification or Licensures
- International Baccalaureate (IB)
- Military Education and Experience

WVC’s policies and procedures reflect alignment with [Washington Student Achievement Council](#) and associated statutes. In addition, WVC’s procedures provide program coordinators with discretion to support recruitment of incumbent workers who may have developed knowledge, skills, and abilities in workplace settings.

Evidence: Updated Credit for Prior Learning Policy and new Transfer Policy



“

“I could not be more grateful for Wenatchee Valley College. I have such a great community of people around me who are supporting, mentoring, and helping me do this work as a BEACON Fellow.”

**Ava Burk**  
2025 WVC Alumna,  
Associate of Arts and Sciences  
Transfer Degree

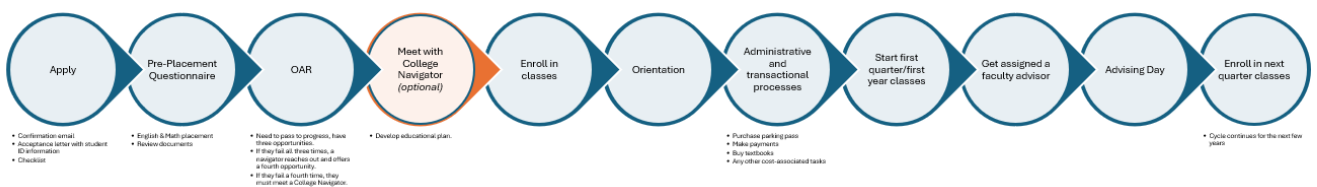


## Standard 1D: Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Consistent with Wenatchee Valley College’s [mission](#), the institution recruits and admits students from North Central Washington (Okanogan, Chelan, and Douglas counties) who benefit from the college’s educational programs.

The Outreach and Recruitment team (1.6 FTE) visits partner high schools once a month at a minimum. There are over 20 high-schools (alternative schools included) within the WVC service district that the recruitment team visits. The recruitment season starts in mid-September and extends through spring quarter, then closes by providing assistance with new student intake in fall quarter. Recruiters also ensure that admitted students complete the first step of onboarding, which is to complete the Pre-Placement Questionnaire as shown in the Student Journey flow chart below and included as evidence. Once the questionnaire is completed, admitted students are placed in the onboarding funnel, which involves reviewing transcripts to determine if a placement test is required or waived. An online Onboarding, Advising and Registration (O.A.R.) tutorial is required before the intake hold in ctcLink is lifted for registration purposes. The next step is to meet with a First Year Experience (FYE) navigator. Students have the option to meet in-person, virtually, or via phone calls. The FYE navigator interprets placement results and recommends appropriate classes; assists with academic planning, course selection, and scheduling the students’ first quarter classes; provides a complete requirement of a program; and refers students to Student Accommodation Services (SAS) and/or the financial aid office.



Wenatchee Valley College hosted its first comprehensive New Student and Family Orientation in fall quarter 2024 and the second in fall quarter 2025 (see NS&F Orientation program agenda and PowerPoint presentations). Students in the onboarding stage as well as students who have already enrolled in classes are invited to the orientation sessions. The orientation comprises two sessions: a student and a family session.

**PUENTE TO EXCELLENCE**  
**NEW STUDENT & FAMILY ORIENTATION**

**SCHEDULE**

**Check In**  
8:00-8:30 a.m. | Mish ee twie (MET) 1103  
Check-in. Light breakfast and refreshments available.

**Welcome Address**  
8:30-9:00 a.m. | Mish ee twie (MET) 1103  
Welcome address by Dr. Diana Garza, Vice President of Student Affairs; Ella Sablan-Zebody, Dean of Strategic Enrollment; and Dr. Rhema Christiye Nurethum, Director of First Year Experience.  
9:00-9:10 a.m. | Break and Transition

**Student Sessions**

**Your "Why" and Understanding Your Identity**  
9:10 a.m. - 9:50 a.m. | Mish ee twie (MET) 1103  
Define success for yourself and understand what it means to be a WVC student. Come along and make connections with other new students and discover your identities together!  
9:50-10:00 a.m. | Break

**College 101 and Puente Navigation**  
10:00-11:20 a.m. | Mish ee twie (MET) 1103  
Understand the college structure, learn success strategies, and be introduced to Puente Navigation, the support system for all new students.  
11:20-11:30 a.m. | Break

**Library Resources**  
11:30-11:50 a.m. | Mish ee twie (MET) 1103  
Learn about the key resources offered by the WVC library from library staff.

**Q & A Panel**  
11:50 a.m. - 12:05 p.m. | Mish ee twie (MET) 1103  
Get all your questions answered about college, life and academics.

**Lunch**  
12:30 p.m. | Van Tassell Center Cafeteria  
Enjoy lunch with live music from Mariachi Huamachi.

**FAMILY SESSIONS**  
Wenatchi Hall (WH) 2105/2106

**How to Help My Student**  
9:10-10:10 a.m.

**Financial Aid & FERPA**  
10:20-10:50 a.m.

**Understanding Student Success and Your "Why"**  
11:00 a.m.-Noon

**Lunch**  
12:30 p.m. | Van Tassell Cafeteria  
The family workshops will include breaks in between sessions.

WENATCHEE VALLEY COLLEGE  
WVC.EDU/ORIENTATION

In the College 101 and Puente Navigation session, staff present to new students about the college structure and they outline success strategies, including an in-depth discussion on ‘Demystifying College Classes,’ where faculty members present to students on what a course syllabus looks like and discuss various elements of a syllabus (See Demystifying College Classes document in evidence folder 1.D.1.).

Another major part of the orientation includes a ‘Student Readiness Fair’ where students get to meet faculty academic advisors, speak to Financial Aid representatives, learn how to order textbooks, and tour campus to locate their classrooms and familiarize themselves with the library, student center, and other key facilities.

Two weeks before classes start, the First Year Experience navigators assign faculty advisors for newly enrolled students. Students are informed about advising resources again prior to Advising Day. Last fall quarter, an FYE Advising workshop was hosted on Oct. 29, 2025 for students (see flyer and PowerPoint presentation in evidence folder for 1.D.1). The workshop highlighted the importance of advising and why it matters. It also outlined the steps students need to take to find their faculty advisors and to schedule an advising appointment. Lastly, it provided tips and strategies to prepare students for an advising meeting. Advising resources such as the [Advising webpage](#) also help students to navigate advising tasks and direct them to the First Year Experience department for assistance.

Starting fall quarter 2024, Title V funding, has allowed all new students to be placed in a Puente Navigation Canvas course. The role of the Puente navigators, now called First Year Experience (FYE) navigators, is to assist students throughout their first quarter at WVC. The Puente syllabus outlines a week-by-week guide to support students through the entire term. It begins with essential first-week tasks such as understanding tuition deadlines, attendance expectations, and setting up student accounts. Throughout the quarter, students are introduced to key WVC programs, stress management strategies, and tools for understanding their degree requirements. The schedule (example provided below) provides guidance for advising, course registration, and reminders leading up to final exams week. As the quarter concludes, students receive support and reminders regarding tuition payment, book returns, and guidance on grade interpretation.



## 2025 Puente – Fall Quarter Weekly Overview

- Week 1 — First-Week Essentials:** Tuition deadlines, attendance expectations, student email setup, adding/dropping/swapping classes, textbooks, and parking information.
- Week 2 — Explore WVC Student Programs:** Overview of TRIO, MESA, and the Student Grant Center.
- Week 3 — Stress Management & Wellness:** Tools and strategies for managing academic and personal stress.
- Week 4 — Understanding Your Degree Path:** How to read your degree requirements and explore WVC academic programs.
- Week 5 — Intro to Advising Day:** What to expect and how to schedule your advising appointment.
- Week 6 — Advising Prep:** Preparing for your advising meeting and information on audits and withdrawing.
- Week 7 — Advising Day / Enrollment Overview:** Walkthrough of the enrollment process and what to expect next.
- Week 8 — Enrollment Begins!:** How to use the shopping cart, register for classes, and key dates.
- Week 9 — Registration Reminders & Preparing for Finals:** Final registration checks plus early tips for finals success.
- Week 10 — Finals Strategies & Student Support:** Study tips and encourage connection with WVC counseling and campus resources.
- Week 11 — Quarter Wrap-Up:** Winter tuition reminders, book returns, winter student access guidance, and understanding final grades.
- Week 12 — Congratulations!:** Celebration and final reminders for the Fall Quarter.

Through this self-reflection process, WVC has identified a need for improvement in recruitment and admission processes, which will be addressed through clarification in onboarding processes and development of a Strategic Enrollment Growth plan. Campus input on the self-reflection report identified a need to clarify the onboarding process, so additional information will be added to the web page and forms will be updated to improve clarity.

WVC has started drafting a Strategic Enrollment Growth (SEG) plan. A task force comprised of faculty and exempt staff has been convened and the draft SEG plan will highlight four themes: 1) increase enrollment with target student population, 2) implement and improve First Year Experience, 3) Improve retention with focus on faculty initiatives, and 4) making data driven decisions. The SEG plan has been started, and will be completed in 2026. Once drafted, this SEG plan will need stakeholder review, including WVC staff and faculty before it can be finalized. Once the plan is completed, the implementation will need to include tracking and monitoring to be effective. WVC estimates that SEG plan implementation, tracking, and monitoring will require some level of resource commitment, which will be identified in the plan and allocated in the 2026-27 budget.

Evidence:

- Onboarding and Advising Tool
- New Student Orientation packet
- Fall 2026 Weekly navigation support overview
- FYE Advising workshop flyer and ppt presentation

- Orientation agenda Wenatchee and Omak
- New Student and Family Orientation – Student and Family ppt presentations
- Student journey FYE and Advising ppt
- Student journey graphic
- Components of a syllabus
- WVC New Student Orientation Program

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Wenatchee Valley College’s journey to increased data fluency and use of data for enhanced student success is one of the highlights of the past seven years. Upon completion of the last self-evaluation report in 2019, WVC had no disaggregated data dashboards available online, and there was not a rapid response time from the Institutional Effectiveness office for ad hoc data requests. The 2021 Mission Fulfillment and Core Theme Report as well as the 2022 Mid-cycle Evaluation Report incorporated disaggregated data as part of that self-reflection process; however, access to disaggregated data district wide was still very limited at that time (Evidence folder 1.B.1).

In 2022-2023, two faculty (Samuel (Hart) Johnson and Jennifer Hadersberger) participated in the NWCCU cohort #4 fellowship. Their fellowship project was a call for disaggregated course success data dashboards to address two of the assessment-related recommendations identified in the 2019 comments from NWCCU. As a result of this fellowship project, by the end of 2022, the Institutional Effectiveness office had developed two data dashboards for course level GPA and course demographics. The dashboards were disaggregated by gender, ethnicity/race, Pell or not, part/full time, and Running Start. The fellows shared these course-level data dashboards with the assessment coordinator team, the Educational Achievement Committee, and the Instruction Council to ensure that there was faculty support to develop more course success dashboards. Faculty were generally supportive of the development of additional dashboards to identify student achievement metrics, and this call for improved access to disaggregated data became part of the Title V funding request described below.

The 2022 Equity Strategic Plan also called for improved access to disaggregated data in order to inform strategies to address student achievement gaps. Key Priority 3 in this plan stated that WVC faculty utilize culturally responsive instructional practices to create inclusive and effective learning environments. Action Step 2 identified a need to disaggregate course outcome data and identify effective approaches to improve student learning. The Equity Strategic Plan described how access to disaggregated data would inform assessment of learning and instructional revision, contributing to more equitable outcomes for students.

In 2023, WVC received Title V funding that provided resources dedicated to institutional effectiveness (research) that resulted in hiring one additional staff member to improve access to disaggregated data through construction of dashboards and the ability to provide faculty with access to data for reflection and self-improvement.

In 2024, the Institutional Effectiveness office published [dashboards](#) containing program review assessment matrices (pass rates for all disciplines and FTE costs), course outcomes (disaggregated course specific pass rates), demographics (disaggregated course enrollment information), enrollment (college-wide enrollment tracking), and student success (institutional level disaggregated data). Additional information about these dashboards is provided in Section 1.D.3 below.

In 2024, an institutional scorecard was published that contained disaggregated student achievement data to reflect upon the core themes. The scorecard used student achievement data for white students on the Wenatchee campus to compare student achievement data to the following disaggregated groups: College Assistance Migrant Program (CAMP), economically disadvantaged students, Running Start students, Omak campus students, male/female students, Latine students, and other races. Student achievement data for white students was established as the benchmark, and the scorecard reflects data that exceeds 90% of the target in green, meets the target (yellow) where values score 75-89% of the benchmark, and falls below target if scores are less than 74% of the benchmark score (orange) for the 2021-2022 and 2022-2023 academic years. The scorecard evaluated several measures such as retention, course completion (English, math), persistence (15, 30, 45 credits), graduation rate (two- and three-year), and two-year success (% still enrolled, transferred or graduated). The scorecard was shared with the Educational Achievement Committee (March 19, 2024), Diversity and Cultural Enrichment Committee (March 15, 2024), the Support for Learning Committee (May 10, 2024) and the Board of Trustees (June 2024).

This analysis started to highlight some of the equity gaps in student achievement data and provided evidence that students in support programs such as the College Assistance Migrant Program (CAMP) and Running Start were meeting or exceeding benchmarks at a higher rate than students who were not enrolled in support programs. The scorecard also assessed how the college is serving students geographically throughout the district by evaluating the percentage of zip codes that have one or more students in each county.

The scorecard was the first tool that the college developed to use disaggregated data to evaluate and reflect upon student achievement data. For that reason, it was a significant accomplishment. However, under new leadership in the Institutional Effectiveness office, this scorecard was not continued because the targets were not developed from peer institutions, the format was difficult to interpret, and there was interest in incorporating student and employee survey results as a component of mission fulfillment. Therefore, the Key Performance Indicators were developed to evaluate mission fulfillment in 2025 as described in Standard 1.B.1.

In 2025, WVC selected regional and national peers for data comparison based upon school and community demographics, enrollment numbers, and the type and number of credentials offered. These peer schools were uploaded into IPEDS and the NWCCU annual report as institutions

providing benchmarks to gauge WVC student achievement success. When comparing WVC to its regionally selected and national peers, WVC graduation rates (40%) are higher than peer schools (34%) within 150% of normal time to program completion. Unfortunately, IPEDS considers WVC a four-year institution since Baccalaureate degrees are offered; therefore, the most recent graduation data available in IPEDS is for a 2017 cohort, which is not very current. In addition, IPEDS does not report transfer rates and other student achievement metrics. WVC is working to upload data to the Post-Secondary Data Partnership (PDP) as part of our commitment to and participation in Complete College America. Therefore, the PDP data set will provide national data comparisons in the future.

The Key Performance Indicators used to evaluate mission fulfillment in 2025 compare WVC to national peers (using CCCSE and PACE national average survey scores as a benchmark) and regional peers (SBCTC community colleges for student achievement data).

WVC has chosen the Washington SBCTC community colleges for peer comparison of disaggregated student achievement data using the following metrics: Credit attainment (15, 30, 45) in one year, fall to fall retention, employment rate, transfer rate and three-year graduation rate. This data is shared in the table below. Green highlighted cells indicate that WVC metrics are higher than peers in most categories. The few cells highlighted in orange indicate areas where WVC data is close to equal or slightly lower than peers.

The table below is based upon new, degree-seeking students and includes Running Start and international students.

WVC Peer Comparison to SBCTC Community Colleges  
2020 - 2023 Averages in %





Metric	Gender				Race				First time College student				Financial Aid				
	Male		Female		Hispanic/Latine		White		1st Gen		Not 1st Gen		Need based aid		No need based aid		
	WVC	Peers	WVC	Peers	WVC	Peers	WVC	Peers	WVC	Peers	WVC	Peers	WVC	Peers	WVC	Peers	
Credit Attainment in first year	15	73	70.75	77.25	71.5	72	65	79.5	73.25	75.3	66.3	84.3	76	74.5	68.5	76	68.5
	30	59.25	49.75	59.75	49.75	57	43	63.5	52.5	58	45	70	55	53.75	46.75	62	46.75
	45	34.5	25.5	33.25	24	31.5	19.5	37.25	26.5	29.6	21.3	44	28	25.25	20.5	37	20.5
Fall to Fall Retention Rates	59.5	56.75	64	59	64.75	56.5	61.75	58.5	61	55.6	69	62	58	55.25	64	59.25	
3 year Graduation Rates	37	29.5	41	34	39.5	30	41.5	34	37	32	46	36	33.5	31.5	41.5	32	
Transfer rate - Year 3	42	38.5	40.5	41	33	28.5	47.5	42	28	30	52	47	24	21.5	46.5	45	
Transfer rate - Year 4	51	46	50	47	42	35	55	49	N/A	N/A	N/A	N/A	30	27	54	51	
Employment rate - Year 4	74	68	79	71	79	74	77	68	N/A	N/A	N/A	N/A	79	72	76	68	

When comparing the student achievement scores of Latine students at WVC to our peers, data indicates that average scores for Latine students at WVC are 5-12% higher than peer school scores, indicating that this group of WVC students are performing better than at peer schools. In some categories, Latine students at WVC are performing equal to or better than their white peers (fall to fall retention and employment rates).

The table above indicates that for the most part, WVC student achievement metrics are higher than the average scores at SBCTC community colleges which translates to positive educational outcomes for WVC students and is something to celebrate. Indeed, the comparisons to peers are the only ‘green circles’ on the KPI self- reflection analysis. However, we want to improve. We want to be much better than average, so we can look at disaggregated course success data to inform and guide future improvement efforts.

Gateway course success rates were also used to self-reflect upon disaggregated data. Gateway courses (first English, first Math, and courses with high enrollment >200 students) were selected for self-reflection on equity to be consistent with research done by Andrew Koch in his book “Transforming the Gateway Course Experience” (2024). WVC has disaggregated student achievement metrics in gateway courses. The following gateway courses were included in the Key Performance Indicators self-reflection: BIOL&211, BUS&101, CHEM&121, ENGL&101, HIST&146, HUM&101, MATH&107, MATH&141, MATH&146, PHIL&101, POLS&101, PSYC&100, SOC&101. Data represented in the table below is the percent of college-level gateway course enrollments in an academic year completed with a “C” or higher. Data within each disaggregated group was evaluated for differences based upon a chi-square test of homogeneity between the demographic groups. Green indicates that the two numbers are not significantly different (p-values >0.5). Orange indicates p-values greater than 0.001 but less than 0.5. Red indicates significant differences where the p-value is < 0.001.

**Disaggregated Gateway Course Success**

	Academic Year	2021-22	2022-23	2023-24	2024-25	KPI Target
Gender	Overall	83.0%	84.6%	84.5%	84.8%	
	Women	83.4%	85.0%	83.5%	83.8%	
	Men	83.1%	84.7%	84.0%	85.1%	
Race/Ethnicity	Hispanic	79.5%	80.1%	81.7%	83.4%	
	White	86.3%	89.2%	86.3%	86.4%	
Economic Status	Economically Disadvantaged	81.2%	82.8%	83.9%	83.8%	
	Not Economically Disadvantaged	84.7%	86.9%	85.1%	86.1%	
First Generation Status	First Generation	78.5%	82.8%	82.3%	82.7%	
	Not First Generation	85.1%	86.6%	86.9%	87.4%	

**Gateway Course Success P-Values**

Academic Year	2021-22	2022-23	2023-24	2024-25
Gender	0.8771	0.8466	0.7270	0.2865
Race/Ethnicity	0.0000	0.0000	0.0002	0.0085
Economic Status	0.0033	0.0005	0.3098	0.0301
First Generation Status	0.0000	0.0013	0.0001	0.0000

A longitudinal analysis of the data indicates that there does not appear to be differences in male and female gateway course success rates. There is a 4% increase in course success rates for Latine students over the last four academic years, which is a positive trend towards reducing student achievement equity gaps; however, each year white students pass gateway courses at a higher level than Latine students. There are no longitudinal trends for differences in gateway course success rates based upon income levels; however, in three out of four years evaluated, economically disadvantaged students pass gateway courses at a lower rate than students who are not economically disadvantaged. There does not appear to be a longitudinal trend in improving equity in pass rates for first generation students, but it is interesting to note that pass rates in both groups (first generation and non-first generation) are generally improving by 2% or more in the last four academic years. In addition, each year first generation students pass gateway courses at

a lower rate than students who have parents that have attended college. This analysis indicates that WVC has work to do to improve the equity in pass rates for gateway courses.

The disaggregated peer comparison data also highlights that Latine students at WVC transfer at lower rates (13-14% lower) than white students at WVC. SBCTC data dashboards indicate that Historically Underserved Students of Color (who are predominantly Latine students at WVC) obtain a higher percentage of certificates when compared to white students (see data table below). Therefore, more white students are obtaining transfer degrees and transferring at a higher rate than Latine students. Interestingly, more females also earn certificates and associate degrees when compared to males (except in 23-24).

### WVC Graduation Demographics

Data Source: SBCTC Credentials Awarded Dashboard

Year	20-21 Completions		21-22 Completions		22-23 Completions		23-24 Completions	
Student Demographics	AA N=697	Certificate N=193	AA N=707	Certificate N=216	AA N=598	Certificate N=138	AA N=516	Certificate N=151
HUSOC *	43%	63%	47%	61%	47%	76%	49%	91%
Female	64%	69%	64%	71%	64%	73%	48%	80%

\* Historically Underserved Students of Color

In summary, WVC student achievement metric scores are equal to or better than average scores for peer institutions. That said, for both WVC and peers, there are student achievement gaps between race/ethnicity, first generation college students and students on need-based financial aid. These trends were shared widely with WVC campuses as part of the 2023-2024 scorecard analysis and in fall 2025 when the Key Performance Indicators mission fulfillment report was shared. While there has been improvement in Latine student metrics at WVC in the last few years (for example, 79% - 83% average course pass rates in the table above), there is more work to be done to help students learn the material in the classroom in order to close student achievement gaps evident in gateway course success rates.

Student support programs such as CAMP, TRiO, MESA, Running Start and the Puente navigation supports have improved student achievement metrics such as higher retention rates, higher GPA, higher completion rates, and/or higher course success rates compared to those students who did not receive those supports.

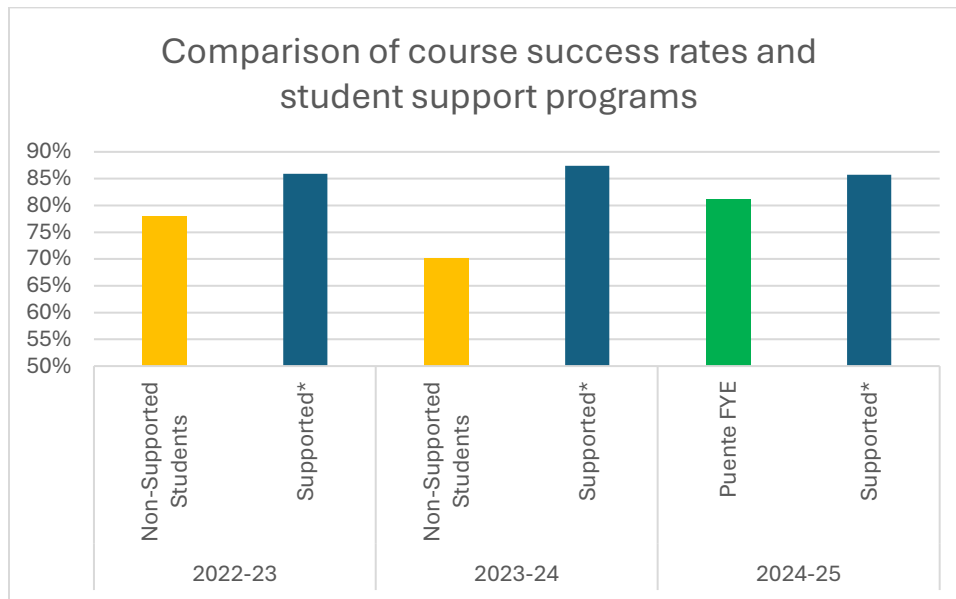
The following table is from the KPI mission fulfillment self-reflection report:

*Longitudinal analysis:* A longitudinal analysis of the data indicates that when first time, degree-seeking students are supported through onboarding and navigation during their first year, term to term retention rates and GPA are both higher with these student supports.

Year	2022-23	2022-23	2023-24	2023-24	2024-25	2024-25	KPI Status
Student support	Not supported	Supported*	Not supported	Supported*	Puente	Supported*	▲
Headcount	258	521	259	467	228	568	After 1 year, Puente navigation supports demonstrate improved retention and GPA with values closer to students who are supported by other programs. A yellow status is assigned because this demonstrates progress but improvements could still be made.
Term To Term Retention	82%	85%	73%	92%	87%	91%	
Fall GPA	2.69	3.05	2.48	3.12	2.93	3.08	

In addition to higher retention and GPA as noted in the table above, students in CAMP, TRiO, MESA and Running Start programs (blue bars) and the new Puente navigation, or FYE program,

(green bar) have improved course success rates when compared to unsupported students in 2022-2023 and 2023-2024 (orange bars).



In summary, WVC has made incredible progress in the last five years to make institutional data more available on campus and, in preparation of this report, has established Key Performance Indicators and peer benchmarks for student achievement. WVC has started sharing these indicators with committee and board review of the 2023-2024 scorecard and a campus-wide review of the Fall 2025 Key Performance indicators. Standard 1.D.3 provides more information about how this data is published and shared. The college is beginning to use this data to inform planning, decision-making and allocation of resources. Regional and national peers have been identified and several relevant indicators are compared; however, WVC has concluded that the IPEDS comparison of graduation rates is outdated, so the college is looking forward to using PDP for national peer comparisons of student achievement data in the future. Standard 1.D.4 further describes how this disaggregated student achievement data is being used to promote more equitable student achievement.

Moving forward, WVC needs to expand efforts to educate the campus community about the data that has recently been made available and provide guided opportunities to reflect upon this data and use it to inform interventions to improve course, program, and student learning outcomes.

Evidence:

- Equity Strategic Plan
- Scorecards

1.D.3 The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

WVC has disaggregated indicators of student achievement published on the Institutional Effectiveness page of the website. There are links to the following dashboards:

- [Assessment matrices](#) – The discipline assessments and program assessments contain course pass rates, retention rates and cost/FTE. These matrices also contain information on retention rates, employment income and growth potential, and cost/FTE. These dashboards do not contain disaggregated data but rather rolled up data used to review program sustainability. Each indicator has been ranked in quartiles across the district.
- [Course outcomes](#) – The course success rate dashboard (WVC employee only) provides course level success rates that can be disaggregated by age, gender, race/ethnicity, low income, type of student, part/full time, and first generation. Instructional insights contain disaggregated student achievement data at the institutional level. Faculty used this rolled up institutional insight data as a comparison for their course-specific disaggregated data that was distributed to faculty in 2024-25; see description below.
- [Demographics](#) – This dashboard provides disaggregated data on student and employee demographics.
- [Enrollment](#) – There are several enrollment dashboards that help track applications, enrollment, Running Start student enrollment, class fill rates, and FTE.
- [Student success](#) – These dashboards provide disaggregated data on education outcomes in Math, English and college credits earned plus retention and graduation rates.
- [Peer comparisons](#) – This dashboard contains all the peer comparison data between WVC and the Washington SBCTC community colleges that was used for the mission fulfillment evaluation: three-year graduation rates, retention, persistence (credit attainment in first year), transfer rates and employment data. In addition, this data has been disaggregated to reflect upon peer comparisons and to compare different groups of students. To simplify sharing this data, the 2020-2023 averages were compiled and highlighted, and the same table shared in 1.D.2 above is available on the website.

The most recent student survey results (Community College Survey of Student Engagement) and employee survey results (PACE) are also shared [online](#). The Institutional [Effectiveness](#) website also contains a copy of the previous and most recent mission fulfillment evaluation as well as past self-evaluation reports and ad hoc reports.

WVC has reflected upon data to inform planning and decision-making. For example, in October 2024, WVC hosted Complete College America (CCA) for two sessions. On October 21 and 22, WVC hosted several other two- and four-year institutions in Washington, including Eastern Washington University and Central Washington University, to discuss data and how equitable student success across institutions can be compared and shared for enhanced transformation. On October 23, several members of the Student Affairs Leadership Team and Instruction Team worked with CCA in a Sensemaking workshop, identifying four key priorities for WVC:

strategic finance, culture and leadership, pathways, and advising. Working with other key “convergence” initiatives around WVC’s new strategic plan, this effort will lead to institutional transformation toward enhanced student success.

In spring 2025, the assessment coordinators and Institutional Effectiveness staff offered trainings on how to use the data dashboards and how to use disaggregated data to self-reflect on possible improvements for incorporation into the annual area plans. In total, 58 employees (faculty and staff) attended these two trainings and as a result, more trainings were planned for fall 2025 (see 2.F.1 for more information about trainings). These data dashboard trainings were well-attended; however, it seems that most faculty want to use data, but they don’t use the dashboards often enough yet to become comfortable or proficient with this tool. Therefore, in 2025, the Institutional Effectiveness office shared disaggregated data reports with faculty called “Instructional Insights.” All full-time instructors received a carefully developed Instructional Insights Report that provided them with disaggregated student achievement data from their individual classes for the past three years. The report was developed to support faculty at all stages of data literacy and includes guiding information and reflection questions. Part-time faculty were also encouraged to request a report. An institutional level [instructional insight](#) report was also made available so that faculty could compare their individualized data to the larger dataset, and instructions for accessing the institutional data were provided with each individual report. Faculty were also invited to participate in a guided data review and reflection in which they, along with a partner of their choosing, reviewed their data alongside the institutional data and reflected on patterns, questions, and potential actions. Ten faculty participated and received a stipend for answering the data reflection questions. Additional details and access to the reflection exercise were provided in the FACE Canvas shell.

As a result of the instructional insights and self-reflection process, Nursing faculty recognized that the attrition rate showed excellent improvement (meaning the program is losing significantly fewer students), but the equity gap increased (even more of those students who drop are students of color). As a result, the following changes have been implemented:

- Brigid Chvilicek began her role as a Success/Support/Retention coach in 2024-2025 and thanks to external grant funds secured, her hours focused on remediation and retention have increased in the 25-26 academic year.
- The Nursing faculty is reviewing the college’s progression policy that was last updated in 2021. With the current review, Nursing faculty have recently approved a new policy that will positively impact progression and will support all students in the Nursing program while still maintaining rigor and NCLEX success.
- The Nursing program is reviewing its exam policy in 2025-2026 and will be recommending evidenced-based changes through the lens of equity and student success.

El Corazón Center for Teaching and Learning and the Institutional Effectiveness office will use the answers to the self-reflection exercise to guide the future content of instructional insight reports and to improve the self-reflection process.

In fall 2025, program and discipline insight reports were shared with faculty and these reports contained student achievement data on programs and disciplines. The goal was to provide this

data to faculty to help them reflect upon data, possibly ask for more data, and use this data to help formulate assessment questions to guide program improvement efforts.

WVC faculty have been making changes to improve student learning, and this is likely the reason for some of the improvements in student achievement data documented in the last few years and the reason that WVC has student achievement data that is generally equal to or higher than peer Washington community colleges (see Standard 1.D.2 and KPI document). For example, the Math department allocated resources to create the STEM Center, and use of this facility has increased since they started collecting data. At this point, approximately 30% of students taking math classes are visiting the STEM Center outside of class (676 students in the 2024-2025 academic year with 2404 total Math class enrollments that year).

	Unique number of Student logins			Total for the year
	Fall	Winter	Spring	
2020-2021	~	~	~	
2021-2022	~	~	26	26
2022-2023	119	126	119	364
2023-2024	192	174	179	545
2024-2025	233	225	218	676

WVC has had a Write Lab and, post-COVID, WVC has also allocated resources to open a Languages and Communication Lab. WVC has done a good job improving student support outside of the classroom that is reflected in the student achievement metrics at the institutional level, which are equal to or higher than SBCTC peer community colleges. However, WVC disaggregated course success data still documents equity gaps in student achievement data. For example, despite outside-of-class supports, there are still race/ethnicity differences in student achievement in both Math and English. Therefore, future work needs to focus on improving instructional strategies inside the classroom to help students learn in the classroom to reduce equity gaps. Research on gateway course success (Koch 2024) indicates that in-classroom instructional support is needed to close or reduce student achievement gaps. For example, many low-income students do not have the time to seek out out-of-class support if they work or have family commitments. In addition, many first-generation students may not understand the need for out-of-class learning support or may not feel comfortable asking for assistance.

Math and English course success rates for Latine students are lower than white students as depicted in the table below:

**Course Success Rates by Race/Ethnicity**

Discipline	Race and Ethnicity	20-21	21-22	22-23	23-24	24-25
English	Latine	85.6%	80.8%	85.0%	85.0%	85.3%
English	White	87.9%	89.7%	90.4%	88.3%	87.7%
Math	Latine	78.6%	76.4%	78.1%	76.3%	73.2%
Math	White	83.3%	83.3%	84.6%	83.6%	83.3%

The [American Association of Colleges and Universities](#) identifies several high impact practices to provide significant educational benefits for students who participate in them. Therefore, in spring 2025, after distribution of the instructional insights, the Educational Achievement Committee surveyed faculty to assess how broadly these high-impact practices were being used in the classroom. Approximately 20% of faculty responded to the survey and documented the use of high-impact practices to engage students and improve learning. The survey results and a list of high-impact practices identified in the survey are attached in the evidence folder. Therefore, these high impact practices are being implemented on campus; however, expansion of high-impact practices would likely improve overall student success and address student achievement gaps identified in disaggregated data.

In fall 2025, resources were allocated to El Corazón Center for Teaching and Learning (ECCTL) to address the need for professional development in culturally responsive pedagogy and high-impact teaching and learning practices. The development of ECCTL is evidence of the work to meet standards 1.C.5, 1.D.4, 2.G.1, and 2.G.6. El Corazón trainings are faculty-driven, collaborative, and tied to continuous and data-informed instructional improvement (1.C.5), and it intentionally centers equity, removes systemic barriers, promotes inclusive practice, and enhances student learning conditions (2.G.1). A full list of trainings provided by El Corazón is attached as evidence.

In summary, WVC has made incredible progress in the last seven years to publish student achievement results and establish benchmarks for comparison with regional and national peers. As described above, there have been trainings and self-reflection on the data; however, moving forward, the goal is to increase the use of data to identify assessment questions and guide self-improvement efforts. This section of the report describes data informed resource allocations to the STEM center, Languages and Communication Lab and the El Corazón Center for Teaching and Learning. Standard 1.D.4 below also describes resource allocation to student support programs to improve student success. Standards 1.B.2 and 1.B.3 describe the institutional planning process where area plans are used to inform resource allocations. Moving forward, the goal is to make the resource allocation process more transparent and collaborative, which is described in Standards 1.B.3 and 2.E.

Evidence:

- Examples of Instructional, Program and Discipline insight reports
- El Corazón trainings
- HIP survey

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

WVC has reflected upon disaggregated student achievement data and reported on the improved student achievement metrics observed in the CAMP, TRIO, MESA and Running Start programs in order to make the case for additional onboarding, educational planning, and first-year support in the Title V grant application. The Title V grant funded navigators for first-year, degree-

seeking students was initially called the Puente Navigation, but it has morphed into First Year Experience (FYE), which includes a new student and family orientation, an online advising and registration program, contact with students throughout their first year, and a focus on student development skills. The FYE program streamlines the information presented to new-to-college students and gives WVC an opportunity to mentor and support these new students from the beginning of their journey to ensure they have ongoing access to supportive navigators to lean on during their transition into college life. The data shared in Standard 1.D.2 documents that all student support programs at WVC (CAMP, TRiO, MESA, Running Start, and FYE) have improved student retention, course success rates, and GPA.

The analysis of disaggregated data has directed WVC to develop [El Corazón Center for Teaching and Learning](#) to provide trainings that will help mitigate achievement gaps and promote equity throughout campus. This work is just getting started, but the college is committed to its continuation and growth to support students through improved instructional delivery. El Corazón works closely with the Institutional Effectiveness office to share disaggregated data throughout campus and help faculty reflect upon that data. This data reflection practice is just beginning at WVC and will be strengthened by bringing it into the timeline for the mission fulfillment cycle where faculty are presented with data each fall and there is (paid) time to reflect upon that data each fall during launch week.

Since 2020, WVC has funded two faculty members on partial course release to develop and facilitate the Faculty and Course Enrichment (FACE) Canvas page. The FACE Canvas page provides faculty training resources with modules on AI, academic integrity, Open Education Resources (OER), climate justice curriculum, information about how to interpret and reflect upon instructional insights (disaggregated course success data), and guidance for developing more equitable syllabi and curriculum. Faculty are compensated for participating in some of the trainings, but the Canvas shell also contains resources and discussion posts to reflect upon trainings and basic information for new faculty.

The work described above (FACE course release funding for two faculty, three student navigators, one additional Institutional Effectiveness position, and one FTE for El Corazón) will continue to be funded at WVC even beyond the cessation of Title V grant funding because it is high priority work linked to several goals (outlined below) and objectives in the strategic plan:

- **Become a premier student-centered college** by integrating high-impact practices to engage and support students, and to create a sense of belonging for students through cultural responsiveness. The FYE support is directly cited under this goal as an objective to develop and execute a comprehensive strategic engagement, enrollment, retention, and completion plan.
- **Advance academic excellence in teaching and learning** by using culturally responsive pedagogies to improve equitable student success.
- **Close equity gaps** by directing resources based on transparent metrics and monitor and leverage data to ensure equity for all student groups.



The WVC Foundation also allocates funds to remove academic barriers, strengthen learning environments, and encourage investment in an educated community. For the 2022-23 academic year, the Foundation provided over \$1,115,000 in funding to support WVC, and this included \$620,176 in student scholarships plus \$50,616 in direct student support including support for DREAMers and emergency assistance. Some of the student

scholarships are program specific, but several scholarships are aimed at [diversity and inclusion](#) and students who [need financial support](#). The WVC Counseling Department also manages the [Knights Kupboard](#), which accepts food donations and is open for students in need to secure non-perishable food and personal hygiene products.

The Omak Foundation's program services (financial assistance) support has increased from \$17,874 (2017) to \$50,079 (2023), reflecting WVC's goal to expand its mission activity and further support the Omak Campus, students, and their families. The Omak Foundation continues to provide financial assistance to support students in need such as gas cards, scholarships, book funds, and emergency funds to students attending classes at WVC Omak. The Omak Foundation also provides emergency funding to the Omak Knights Care Fund (Counseling Office) and the Omak Knights Cupboard (Omak Campus food pantry) designated to assist students who face hardships in life and school.

In summary, WVC has reflected on student achievement data and allocated resources to expand student support services and to support staff and faculty training. Moving forward, these efforts need to be better communicated throughout campus to increase faculty and staff participation in trainings, and these efforts need to be linked to student achievement data.



*WVC CAMP and TRiO Scholars*

## Standard 2: Governance, Resources and Capacity

### Standard 2A: Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The [WVC Board of Trustees](#) is comprised of five community college district residents who are appointed by the governor to a five-year term. The board members represent the different counties within the WVC service district with two board members that reside in Chelan County (Wenatchee area), two board members from Douglas County (Orondo and Bridgeport), and one board member from Okanogan County (Omak). The board sets policy for the institution and delegates administrative authority to the president of the college. At the first regular meeting of the board following July 1 of each year, the board elects a chair and vice chair to serve for one-year terms; the current chair is Wilma Cartagena, and vice chair is Phylicia Hancock Lewis. The board meets monthly with an annual retreat in August each year. The board does a self-evaluation each year at the retreat.

The board of trustees adopts a [policy manual](#) as guidance in its development and monitoring of policies and procedures that relate to the governance of the college. Specifically, the manual outlines the purpose of the board, role in governance, relationship to mission fulfillment, board-staff linkages, and executive limitations. The purpose of the board is to serve as an advocate for the college and students at the local, state, and national level. They are also charged with relaying the needs of the community back to the president. The board provides strategic leadership by initiating policies that will help the college achieve long-term goals. The Board of Trustees Policy Manual outlines that the president is responsible to the board and carries out all rules, regulations, orders, directives and policies established by the board. The president has the authority to delegate tasks to designated employees. In 2025-2026, the board is working to update the policy manual to include the updated mission and vision statements as well as the strategic plan goals and value statements.

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

The President's Cabinet is the leadership team at WVC that serves as an advisory body comprised of leaders across the college who have campus-wide responsibilities. The cabinet executive leadership team includes the college president and the vice presidents for the four college areas: Instruction, Student Affairs, Administrative Services, and Organizational Culture and Engagement, as well as a chief of staff. The executive leadership team determines the weekly cabinet agenda. The cabinet executive leadership team includes:

- Dr. Faimous Harrison, President
- Dr. Diana Garza, Vice President of Student Affairs
- Lisa Harger, Vice President of Organizational Culture and Engagement
- Maria Iñiguez, Chief of Staff
- Dr. Tod Treat, Vice President of Instruction
- Steve Ward, Interim Vice President of Administration

In addition to the executive leadership team, the president's cabinet includes direct reports to the president, as well as key staff in: Institutional Effectiveness, Strategic Enrollment Management, the Public Information Office, and the Foundation. These cabinet members include:

- Cal Cross, Omak Dean
- Jennifer Hadersberger, Interim Executive Director of Institutional Effectiveness
- Marcine Miller, Executive Director of Communications, Marketing and Media Relations (PIO)
- Ellia Sablan-Zebedy, Dean of Strategic Enrollment and Student Success
- Clint Strand, Executive Director of the WVC Foundation

President Harrison continues to expand this group in the spirit of shared leadership. Cabinet meets weekly to address priority issues including, but not limited to, college-wide initiatives (e.g., budget, planning and assessment) and implementation of the strategic plan. The team also provides leadership for identified priorities outlined by the president, implementation of college governance, and communicating throughout the college to ensure transparency and consistent messaging.

The organizational chart depicts how each of the president's cabinet members provides leadership to the other departments and divisions within the college. The president's cabinet members are highly qualified to serve in their respective positions. Cabinet members co-build the weekly meeting agendas by bringing forward discussion items that reflect internal and external topics for discussion and decision making about next steps. Each member of cabinet shares decisions made in the leadership team with their respective employees.

As a future action to improve communication surrounding decision-making and to improve transparency, WVC will be building a decision-making matrix to outline shared governance decision-making and assigned roles for responsible, accountable, consulted and informed.

Evidence:

- Cabinet Resumes
- Organizational chart for cabinet and student affairs

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Dr. Faimous Harrison took office as the thirteenth president of Wenatchee Valley College on January 3, 2023.

Dr. Harrison has over thirty-three years of broad-based knowledge as a faculty member, researcher, student services administrator, supervisor, community, alumni, industry, and elected official engagement officer. In his previous roles as dean of the Stockton campus for California State University, Stanislaus, and as regional director for Campuses and Community Partnerships at Central Washington University, he served as the chief onsite academic and administrative officer.



During his tenure as faculty, Dr. Harrison taught more than 100 college classes and has worked with individuals, organizations, and communities within the United States and abroad. From 1990-2013, Dr. Harrison served in supervisory, faculty, and administrative roles within the Seattle College District as well as at Edmonds College. In addition to these roles, Dr. Harrison has taught as an adjunct faculty and was a presenter at various universities. While he was serving as faculty and a director, his peers and students nominated him as the student services and lifetime administrator of the year, two years in a row, one of his proudest student-centered accomplishments.

He has extensive public-public and public-private partnership experiences and was a former owner of a successful business firm. As a Rotary International Group Study Exchange fellow, Harrison participated in the world's eradication of polio, clean water, literacy education, and various socioeconomic disparity, inequality, and wellness initiatives while living with host families in India. In 2008, his team was one of the North American conference presenters in Victoria, British Columbia.

Dr. Harrison has also served as the past president, vice president, two-time chair of research, and eleven-year member of the research division of the National Association of Branch Campus Administrators, the premier multi-campus and branch-campus national association.

He has a doctorate in Higher Education Administration and Leadership from Oregon State University, a Master of Science in Physical Education, Pedagogy, and Leadership from Seattle Pacific University, and a Bachelor of Science in Sociology from the University of Washington.

#### Evidence:

- [Dr. Faimous Harrison, President](#)

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

WVC has [Policies and Procedures](#) that are publicly available and documented. The Policies and Procedures are organized into topical groups: General, Administration, Instruction, Student Services, Human Resources, Administrative Services, and Technology. Policies and Procedures are the formal documents that ensure the views of faculty, staff, administration, and students are considered. In practice, shared governance at WVC operates through a system that includes councils, standing committees, ad hoc committees, task forces and divisions. Specifically, the [Institutional Planning Policy](#) states that the college's planning processes are participatory, involving constituencies appropriate to the institution, including the board of trustees, administrators, faculty, staff, students, representatives of community organizations and residents. Shared governance at WVC is depicted by a graphic in the evidence folder and further described below.

[Article 5](#) of the Faculty Collective Bargaining Agreement describes that shared governance ensures a culture of collective ownership, engagement, and accountability for all WVC's processes and decisions. Shared governance recognizes the expertise, abilities, skills, and commitment to learning faculty and staff possess and how those attributes can assist the college in making appropriate decisions and setting meaningful directions. Shared governance is a right and responsibility of all employees at WVC.

The Instruction Council is comprised of division chairs who are responsible for consideration of all matters concerning faculty. This includes, but is not limited to, instruction, assessment, curriculum, advising, outreach, scholarship, program/department resources, planning, and other student-related matters. Ten standing committees report to IC, bringing their recommendations to the Instruction Council for consideration prior to any implementation. Standing committees are part of a clear reporting process; they are expected to report to and solicit input from their respective areas. The division chairs take information from the IC meetings and communicate that with faculty in their divisions, so each faculty member has the opportunity to provide input into the college's budget, mission, goals, facilities, programs,

and staffing decisions. Faculty and staff members can provide input into the governance of the district through the department, division, and committee structure. Instruction council notes are compiled into a running agenda (see evidence folder).

Ten standing committees are co-chaired by one full-time faculty member and one administrator: Academic Regulations, Academic Support, Budget, Curriculum, Diversity and Cultural Enrichment, Educational Achievement and Assessment, Faculty Professional Development, Guided Pathways and Advising, Responsiveness to Local Needs, and Safety. There are also ad hoc committees, such as the Collaborative Oversight Forum and others that are developed as needed.

The administration informs faculty and staff about changes under consideration through all-district meetings (Monday afternoons), Fall Launch Week, Dean’s Days, the Collaborative Oversight Forum, Instruction Council, and its reporting committee structure. Additional management teams are under Administrative Services, Student Affairs, and Instruction support planning, budgeting, supervision, and implementation.

The [Collaborative Oversight Forum](#) (COF), formed in fall 2024, supports cabinet by providing input from faculty, staff, and students across both campuses. One way that COF collects input from employees is through the [Ideas box](#) to inform institutional change. Employees are also encouraged to meet directly with COF members to provide input. This forum is also hosting Colleague Connections, which is an opportunity for faculty and staff to gather for informal conversation, coffee and snacks once a month. The COF is also drafting a communications plan to document current communication pathways, identify gaps, and propose improvements for internal and external stakeholder communication at the college.



<https://www.wcc.edu/about/institutional-effectiveness/suggestionbox.html>

### Great Idea Box

**Great idea? Innovative suggestion?**  
The Collaborative Oversight Forum would love to hear from you!



**We are excited to hear your thoughts!**

Click below to share your thoughts with us!

Share Your Great Idea

All suggestions will be reviewed and you will get feedback within 2 weeks!

Evidence:

- [Leadership and Shared Governance graphic and IC running agenda 2025](#)
- [COF charge letter](#)

## Standard 2B: Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

One component of delivering relevant, innovative, and experiential educational opportunities to transform lives, strengthen communities, and foster inclusive excellence is to cultivate a learning environment that is respectful of the diverse people and ideas on campus. To do that, WVC adheres to the principles of academic freedom and expression both from students, faculty, and staff.

WVC [Academic Freedom Policy 300.100](#) is consistent with the academic freedom principles outlined in the 1940 “Statement of Principles on Academic Freedom and Tenure,” issued by the American Association of University Professors (AAUP), the Association of American Colleges for Teacher Education, the National Education Association (NEA), and other professional organizations, which states that:

1. Teachers are entitled to full freedom in research and in the publication of results, subject to the adequate performance of academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing subjects, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

WVC also maintains [policy 000.300 on freedom of inquiry and expression](#), which states that:

The college is committed to the principles of free inquiry and expression. Members of the college community have the right to hold, vigorously defend, and express their ideas and opinions, and to flourish or wither according to their merits. Respect for this right

requires that members of the college community tolerate expression of views that they find objectionable. Nevertheless, whatever the legal boundaries of free speech, the members of an educational community should voluntarily adopt standards of civility and good taste that reflect mutual respect, understanding, and sensitivity among its diverse racial, ethnic and cultural groups. In particular, employees of the college represent the college and have a special role and position of authority. All members of the college community are to be treated with respect with sensitivity to the impact of words and opinions.

The [Student Handbook](#) incorporates the [Student Code of Conduct](#) procedure 1400.110, which outlines the expectations that students, both on and off campus, conduct themselves in a manner that reflects high standards of integrity, honesty, and morality at all times from the moment a student is admitted until graduation. The code of conduct procedure outlines the disciplinary procedures if student behavior is disruptive or inconsistent with expectations. The Student Handbook also provides guidance that students maintain high standards of academic honesty and integrity. Any student who engages in any form of academic dishonesty may be subject to discipline. Common instances of academic dishonesty include (but are not limited to): misrepresenting AI generated material as one's own work, cheating; fabrication; plagiarism; facilitating, aiding, or abetting others in academic dishonesty; collusion; or resubmitting work previously submitted for another course without instructor permission. Academic dishonesty may be subject to both academic sanctions and/or code of conduct sanctions.

Academic dishonesty is further described in a specific [procedure](#), and there are policies and procedures for [academic grievances](#) to ensure that students' freedom of expression is protected in the classroom.

Students also possess rights to academic freedom and freedom of expression, ensuring their ability to engage in free and open intellectual exploration. Procedure 1400.100 defines student rights and freedom. This procedure covers the following topics: nondiscrimination in admissions, protection of freedom of expression, protection against improper disclosure, confidentiality of student records, freedom of association, freedom from sexual misconduct, right to distribute materials, commercial activities, freedom of publications and press, freedom of speech and assembly, right to invite off-campus speakers, right to be interviewed, right to due process, and freedom from unreasonable search.

In January 2025, WVC adopted Policy 000.315 Immigration Rights and Non-Discrimination to ensure consistency with the Keep Washington Working Act to limit "immigration enforcement to the fullest extent possible consistent with federal and state law to ensure colleges remain accessible to all Washington residents, regardless of immigration or citizenship status." The college has established an accompanying procedure, 1000.310 to provide clarity about the college's role in ensuring educational opportunities for all individuals, while leaving immigration enforcement efforts to the federal government. Faculty, administration, and students have been informed about what to do in the event that U.S. Immigrations and Customs Enforcement (ICE) staff come to campus. Basically, campus hallways and open spaces are considered public spaces; however, classrooms are considered private, and they are only open to registered students and invited guests. Faculty and students can request identification from ICE officials on campus, and

we have been encouraged to video document any interactions with students. See the presentation about immigration rights that was shared with cabinet and all faculty in early 2026.

WVC has a [Discrimination and Discriminatory Harassment Policy \(000.330\)](#) and [Procedure \(1000.330\)](#) as well as a [Sex discrimination and Title IX Investigation Policy \(000.340\)](#) and [Procedure \(1000.340\)](#). Recent trainings described under Standard 2F have reviewed these policies and reporting procedures with employees.

Faculty are required to include non-discrimination statement on all syllabi; here is an example:  
Wenatchee Valley College is committed to providing equal opportunity in accommodations, benefits, rights and privileges of college services, programs and activities for every qualified student with disabilities. WVC will provide reasonable accommodations for qualified students with disabilities, in accordance with the [Americans with Disabilities Act](#), the [Rehabilitation Act of 1973](#) and Washington State Law. Moreover, we recognize disability as a valued part of diversity. Please see the student support page in Canvas which further describes how I can help you in this class and student support resources available on campus. Contact the Student Access Services office at 682-6854 if you feel you need special assistance or have a documented disability.

The student handbook also contains a non-discrimination statement that has contact information for reporting harassment or discrimination:

Wenatchee Valley College is committed to a policy of equal opportunity in employment and student enrollment. All programs are free from discrimination and harassment against any person because of race, creed, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, the presence of any sensory, mental, or physical disability, or the use of a service animal by a person with a disability, age, parental status or families with children, marital status, religion, genetic information, honorably discharged veteran or military status or any other prohibited basis per RCW 49.60.030, 040 and other federal and state laws and regulations, or participation in the complaint process.

The following persons have been designated to handle inquiries regarding the non-discrimination policies and Title IX compliance for both the Wenatchee and Omak campuses:

To report discrimination or harassment: Title IX Coordinator, Wenatchi Hall 2322M, (509) 682- 6445, [title9@wvc.edu](mailto:title9@wvc.edu).

To request disability accommodations: Student Access Manager, Wenatchi Hall 2133, (509) 682- 6854, TTY/TTD: dial 711, [sas@wvc.edu](mailto:sas@wvc.edu).

WVC is currently going through the rulemaking process to revise the Student Code of Conduct (further described in Standard 1.B.2). Amongst other changes, the revised code of conduct will include language about student freedom to express their views in the classroom as long as they are respectful statements that are not harmful to others.

Evidence:

- Immigration rights training

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Academic freedom is defined and protected in the [Faculty Collective Bargaining Agreement](#) (CBA) Article 4 Section B. Consistent with the AAUP statement upon which CBA language is based, WVC grants full freedom to faculty around research and publication, in the classroom in discussing their subject, and as citizens free from institutional censorship. WVC faculty and staff are expected to seek accuracy, utilize restraint, and respect the opinions of others. In general, these protections also hold true for staff except in cases where their position or purpose is in the official capacity of speaking for the institution.

The [Student Code of Conduct](#) is in the process of being updated. WVC is using the Model Code provided by the Washington State Student Services Commission Attorney General. The new Student Code of Conduct includes updates to remove Title IX regulations, return to sexual misconduct and sexual harassment, to add unauthorized recording, options for procuring witnesses and advisors for respondents, and an addition of language from Stop Campus Hazing Act (SCHA).

The academic freedom policies are included in the updated Student Code of Conduct as follows:

- (a) Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
- (b) Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and student affairs, subject to the limitations of RCW [28B.50.090](#) (3)(b).
- (c) Students shall be protected from academic evaluation that is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

(d) Students have the right to a learning environment that is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sex discrimination.

The academic freedom policies are further clarified in the following policies: [000.190 Expressive activities](#), [000.200 Political activities](#), and [000.210 Religious activities](#).

## Standard 2C: Policies and Procedures

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Wenatchee Valley College has established [transfer credit practices](#) aligned with the SBCTC and the ICRC. The college ensures the transfer process is easy and streamlined for students who earned college credits in high school and students that move between colleges or transfer to four-year colleges and universities.



The transfer credit process is outlined in the college [catalog](#) and there are online descriptions to define the admissions process for [transfer students](#) and how to initiate the [transfer credits](#) review process. In addition, transfer policies are referenced through the [Academic Regulations Policy](#). Students initiate the credit evaluation process by submitting a credit evaluation request and official transcript(s) from previously attended schools to the Enrollment Services and Registrar's Office ([Student Handbook](#) p. 16). There are two types of requests for: a) academic degree programs, and b) professional technical degrees and certificates. The Credit Evaluation office determines how a course transfers by first comparing them to courses offered at WVC in consultation with the vice president of Instruction and discipline-specific faculty. Course syllabus, course description, and course outcomes are all factors taken into consideration for course transfer determination. The registrar is responsible for and ensures that the Credit Evaluation office enters credits into the student management system (Academic Advising Report in ctcLink) and notifies students of the findings. Students are made aware of their transfer [rights and responsibilities](#) as outlined in the catalog. A student can appeal an evaluation decision to the Academic Regulations Committee following the [Student Academic Grievance](#) Policy, and the process is outlined in the [Student Academic Grievance procedures](#).

The following policy is currently being developed: Satisfactory Academic Progress (SAP) and Refund Policy under Financial Aid

WVC has recently drafted Transfer credit and Graduation policies (evidence folder) and these have been reviewed by Cabinet, Instruction Council, and approved by the Board of Trustees at their January 21, 2026 and February 18, 2026 meeting, respectively.

Evidence:

- Transfer credit policy
- Graduation policy

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Wenatchee Valley College's policies and procedures related to student rights and responsibilities include provisions related to [academic honesty](#), [academic grievance](#), and [student conduct](#). The student appeal process is outlined in the [Student Handbook](#) (p. 29) under a description of the Academic Regulations Committee. Student Access Services provides accommodations for persons with disabilities; students can learn about these services in the [Student Handbook](#) (pp. 3 and 25) and on the [website](#). There are also policies and procedures to ensure accessibility services for students with disabilities:

- [Classroom Accessibility for Students with Disabilities](#)
- [Academic Adjustments & Auxiliary for Students with Disabilities](#)
- [Fundamental Alteration – Course Substitution or Waiver](#)

The WVC process to respond to student conduct issues is portrayed in the student conduct flow chart (evidence) and described in the recently developed complaint response process (evidence).

Evidence: Student conduct flow chart and complain response process

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Per Washington State Administrative Code WAC 131-12-10, admissions criteria for the thirty-four community colleges are broad and inclusive. As a result, Wenatchee Valley College has an

open-door [Admissions Policy](#) and welcomes students from all educational and diverse backgrounds who will benefit from its programs. The Admissions Policy is outlined on the [website](#) and in the [Student Handbook](#) (p. 10). Returning students must complete an additional [form](#) that they submit to the registration office. The [Student Checklist](#) informs students about placement policies and how to determine transfer credit. The admissions process is further described under Standard 1.C.4. The [placement office](#) guides registration for incoming students who may have transfer credits including high school students who may have college credit from concurrent enrollment programs.

There is no admissions fee to apply to WVC. A few limited enrollment programs such as the Nursing, Medical Assistant, Medical Lab Technician, and Radiologic Technician programs charge an acceptance fee.

The college utilizes multiple measures to assess students' knowledge and proficiency in English and Math. These include reviewing transcripts and test scores as well as referring students to complete Wenatchee Valley College placement tests, which are facilitated by the First Year Experience team. To determine English and Math proficiency, high school transcripts and the following tests are reviewed for students to be placed in the appropriate English and Math courses:

- ACT – English score of 13-21, Math score of 18-26,
- AP – English score of 3, Math score of 2,
- SAT – English score of 200+, Math score of 500+, and
- Smarter Balanced Test – English score of 1-4, Math score of 1-4.
- GED scores for English (Reasoning through Language Arts score of 145-200)
- Placement from another Washington state community or technical college in accordance with SBCTC's Placement Reciprocity Policy.

If students do not meet the minimum requirements or if the placement is over three years, they are advised to take the English Self-Directed and EdReady Math placement tests. Students are encouraged to take Placement Level 1 for the following math courses: MATH 90, 92, 93, 99, and 100. These are foundational classes that ranges from basic mathematics, intro to technical math, pre-algebra, intermediate algebra, and tech math for industrial fields. Placement Level 2 is for the following math courses: MATH 99, 102, 107, 140, 141, 142, 146, 148, 151, 171, 200 and 120, which are foundations for Pre-Calculus, Math in Society, Pre-Calculus for Business, Pre-Calculus I and II, Introduction to Statistics, Business Calculus, Calculus, Math for Elementary Educators, Finite Mathematics and Symbolic Logic.

If the EdReady math score in Placement Level 1 is 32 or lower, the student is encouraged to work on a pathway to improve test scores and provided information about Transitional Studies

math classes. There is no time limit for completing a pathway, but it is highly recommended to complete it before classes start.

Students who are at risk and/or are not meeting the minimum requirements with English and Math placements are encouraged to register for the [Student Development Skills \(SDS\)](#) courses such as SDS101: Study Skills, SDS102: Online Readiness, SDS103: Study Skills for Mathematics, SDS111: Study Skills for Science, SDS114: Writing Support, and SDS120: Math and Science Study Skills.

For all-around support, all first-year students are placed in the First Year Experience cohort in Canvas. It is not a credit-bearing course but rather a weekly series of outreach, communication, and student engagement workshops. First Year Experience navigators provide hands-on support to connect new students to the services offered and foster peer connections. This holistic approach supports the student in developing their entire sense of self rather than sole academic support, all in an effort to set them up for success at Wenatchee Valley College and beyond. WVC also offers a range of specialized [tutoring services](#).

The [Student Code of Conduct procedure](#) outlines the disciplinary actions for students who violate the code of conduct. Students are advised of the academic warning, probation, and suspension in the [Student Handbook](#) (p. 28). The handbook also outlines the re-admission process (p. 29) and the appeal process, which is managed by the Academic Regulations Committee. Standard 2.D.1 also describes how the college communicates with students who are on academic probation, warning, or suspension status.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Wenatchee Valley College's policies and procedures regarding the secure retention of student records include provisions related to confidentiality, release and reliable backup and retrievability of student records. The Admissions and Enrollment Services department follows the general retention schedule outlined and maintained by the State Board of Community and Technical College.

For financial aid records, the Financial Aid office follows the federal Department of Education regulations, specifically the Code of Federal Regulations [§668.24 Record retention and examinations](#).

WVC [Student Record Retention](#) is consistent with the state policies outlined by the [SBCTC Record Retention](#) program which are clarified in this [table](#). Required record retention varies from 1 – 10 years depending upon the document. For example, course assessment

documents used to assign a student grade must be retained for 2 years after course completion, but placement exams to assess student proficiency and documentation for any course changes must be retained for six years. WVC's [Financial Records](#) Policy references that financial transactions and record maintenance is consistent with State General [Financial Management Records Retention Schedule](#).

## Standard 2D: Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

WVC ensures marketing, communications, and community relations accurately reflect the college's academic intentions, programs, and services to students and the public. WVC's Public Information Office (PIO) works to develop information campaigns to improve student awareness around important deadlines and dates for completing their programs in a timely fashion. The college regularly reviews its publications to ensure accuracy and integrity in how its mission, programs, and services are represented to the public.

The PIO team partners with offices across both campuses to provide clear, accurate, and transparent communications and statements to students, faculty, staff, and the public. PIO works to ensure that our publication materials meet accessibility requirements and include equal opportunity disclosure statements. A significant percentage of WVC's publications are translated into Spanish to reflect our status as a Hispanic-Serving Institution.

### **College Website**

Wenatchee Valley College's website is the primary source of information for students and the public. The Public Information Office oversees WVC's website and works with departments to maintain the accuracy and integrity of the content throughout the year. Since 2025, the PIO has been working to redesign WVC's website to meet accessibility standards and to collect student, faculty, and staff feedback. The new website will launch in April 2026.

WVC's academic [course catalog](#) is available on the WVC website and is developed by the Instruction office. The catalog is accessible online and as a PDF, and provides a general guideline of courses, programs, and degrees and certificates that the college offers. Degree pathways and program outcomes are available for degrees and certificates. These pathways articulate course sequencing, timelines, and requirements for student completion. The catalog

also features important information about the college, student resources, academic policies, and an employee directory.

### **Editorial Calendar**

WVC's Public Information Office oversees an internal editorial calendar to ensure students and the public receive clear, accurate, and timely information about WVC's mission, programs, and services. The calendar outlines a schedule for district-wide messaging, marketing, and social media awareness campaigns. A recent example includes supporting retention efforts in Enrollment Services by providing regular reminders to students about completing the SBCTC's Student Financial Responsibility Agreement (SFRA) so they may complete their quarterly registration.

WVC shares information through the following methods:

- Advertising (print, digital media, direct mail, movie theaters, radio, video)
- Brochures, posters, flyers, and rack cards
- Internal newsletter
- [Press releases](#)
- Publications: Continuing Education Quarterly Schedule, WVC Foundation Annual Report
- Social media ([Facebook](#), [Instagram](#), [LinkedIn](#), [TikTok](#), [YouTube](#))
- Website communications

The PIO's short-term goals include establishing a quarterly external newsletter for community stakeholders and partnering with the President's office and the Institutional Effectiveness office to launch an annual report that is widely distributed.

### **Communications**

President Harrison sends regular emails to students, faculty, and staff to provide important updates on key initiatives, to celebrate kudos submitted by faculty and staff celebrating their colleagues, and to keep our community informed of what is happening at WVC.

PIO develops and distributes a biweekly eNewsletter to faculty and staff highlighting the college's involvement in the community, faculty and staff accomplishments, professional development opportunities, upcoming events, and important resources and updates. In addition to the newsletter, PIO provides regular updates to faculty and staff to encourage collaboration around marketing and communication efforts and to invite community input. Since fall 2024, PIO has enhanced its social media presence to share a daily slice of college life with the public and has spotlighted [student](#), [faculty](#), [staff](#), and [alumni](#) stories to inspire and foster a deeper understanding of WVC's mission internally and externally. By using press releases, ads, social

media, and the website, PIO is committed to communicating transparently and demonstrating the impact of WVC's mission, programs, and services to our wider community.

The offices of Student Affairs and Strategic Enrollment communicate regularly with students through college email and text message services to provide information and resources that support their studies at Wenatchee Valley College.

- Students on Academic Standards (Warning, Probation and Suspension) are communicated with every quarter when final grades have been entered to ctcLink. Students on suspension are automatically withdrawn from enrolled classes and must meet with a counselor if they wish to be reinstated.
- Students on Financial Aid Satisfactory Academic Progress (SAP) or Maximum Attempted Credits (MAC) are also communicated with via email, and these are also noted in student accounts in ctcLink. The [SAP form](#) is completed for review and reinstatement if conditions are met. The [MAC form](#) is also required for review and final decision on additional course(s) enrollment.
- Recently, WVC started an aggressive outreach to students who are on the list of drop-for-non-payment. This initiative started in winter quarter 2025. The Business Office generates a list of potential students for class drops. Students receive communication via email, text messages, and phone calls to address tuition payment. The following departments are involved in the outreach: Financial Aid, Enrollment Services, TRIO, CAMP, Athletics, First Year Experience, Student Accessibility Support (SAS), Counseling and Student Support Services, Business Office (or Cashier's Office) and Transitional Studies.
- WVC's Student Life team sends emails and system-wide Canvas notifications to all students to share time-sensitive information related to events on both campuses, student engagement opportunities, and supportive resources.
- [Here](#) are some of the areas that students are communicated with related to Academic Standards Procedures (warning, probation and suspension), Academic Regulation Committee, among others.



The Office of Instruction sends periodic messages with updates about area plans, guided pathways, and budget information. WVC's El Corazón Center for Teaching and Learning and Faculty and Course Enrichment (FACE) provide full- and part-time faculty with important resources for teaching.

Moving forward, PIO will be collaborating with the Collaborative Oversight Forum to develop a communication plan to identify gaps in current communication pathways and a proposal to address those gaps.

## Marketing Materials and Publications

Marketing materials, including program brochures (evidence), are developed by the Public Information Office in coordination with Instruction, program coordinators, faculty, and other departments. The PIO works closely with key stakeholders in Instruction, Student Affairs, and Strategic Enrollment to ensure materials are clear, accurate, and reflect WVC's mission, vision, and values of centering community, opportunity, inclusion, learning, and students.

## Community Input

Continuous improvement is vital to WVC's health and sustainability as a community anchor in North Central Washington. In fall 2024, WVC launched its six-year strategic plan. From June 2023 through August 2024, the college gathered input from faculty, staff, and community members in the three counties that WVC serves (Chelan, Douglas, and Okanogan). Over 200



individuals from the community provided feedback through interviews, surveys, and listening sessions held in Wenatchee and Omak. Survey results indicate the community's desire for increased outreach and engagement, expanded program offerings, the revitalization of the Omak campus, and enhanced support for underrepresented student populations. Strategic plan input is further described under Standard 1.B.3. Securing community input and feedback on program offerings and improvements is further described under Standard 1.B.4.

Evidence:

- Program brochures (3 examples)

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Wenatchee Valley College (WVC) is compliant with Washington state laws governing ethical operations and procurement, including conflicts of interest ([Chapter 42.52 RCW: Ethics in Public Service](#)). All budget managers, faculty, and staff involved in procurement activities have completed mandatory training provided by the Department of Enterprise Services on Procurement Ethics.

WVC is currently out of compliance with Standard 2.D.2, and the preface to this report includes a summary of the history that led to the spring 2025 ad hoc visit as well as a description of actions to date to improve institutional integrity on campus. In addition, the evidence folder contains a recently developed written description of the policy, procedures and processes for responding to Title IX complaints; this information will also be posted online soon. Standard 2.F.1 contains a list of trainings that have been hosted in response to the recommendations. This list, along with all of the presentation materials, are also included in the evidence folder for 2.D.2.



The college has established comprehensive policies and procedures that address workplace respect, nondiscrimination, ethical conduct, and safety (see evidence). These policies include procedures designed to ensure fair, equitable, and timely resolution of grievances and complaints. These procedures are part of WVC's commitment to creating an environment that fosters professionalism and fairness.

Human Resources has facilitated several training sessions focused on key areas such as Washington State Ethics in Public Service; conflict resolution; diversity, equity, and inclusion (DEI); mandatory supervisor training; Protecting Our Children from Sexual Abuse; public records; evaluation and discipline; management best practices and ethics; civility in the workplace; respect in the workplace; how to file a complaint and grievance; preventing harassment and bullying; email etiquette; Title IX and diversity, equity, inclusivity, belonging training (See lists of trainings offered in Standard 2F).

The institution has implemented a required management series of trainings for all supervisors for the 2025-2026 academic year. Sessions will be offered three times a year to ensure full engagement with all supervisors. These training sessions will be led by Lisa Harger, vice president of Organizational Culture and Engagement. The following sessions will be mandatory training for all supervisors:

- FMLA and leave management
- Discipline vs. evaluation
- Ethical management
- Performance improvement plans
- Hiring and job descriptions

All training sessions focus on effective, transparent communication and ethical implementation skills. Trainings offered in fall 2025 started with a presentation and generally finished with time for questions, answers, group discussion and/or reflection. This provided administration with good feedback and allowed opportunities for employees to be heard. Several of the actions identified for improved communication and transparency as part of this self-reflection report were based upon employee recommendations in these fall 2025 training sessions.

Additionally, WVC is facilitating the following in-person training sessions required for all staff. Dr. María I. Morales-Sánchez will facilitate the inclusive communication session. These sessions will also be offered on multiple occasions to ensure full participation. Staff will travel to the Omak Campus to deliver the training in person to ensure consistent presentation and equal access to the information.

- How to File a Complaint / Grievance
- Inclusive Communication
- Preventing Bullying & Harassment

Going forward, WVC will offer annual training on a quarterly basis. There will continue to be district wide opportunities in addition to required supervisor training. All training courses are recorded for later viewing and/or re-training for new supervisors. An annual schedule will be created for each academic year. Topics will be developed incorporating input from faculty and staff in collaboration with leadership and state requirements.

Evidence:

- Training Calendar (xls file and format distributed to campus during Fall 2025 launch week)
- Power Point Slides for each session

**2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.**

All WVC employees have a responsibility to serve the public and uphold the highest ethical standards. They are expected to act with honesty and integrity in all aspects of their work and to avoid even the appearance of impropriety. If any ethical questions arise, employees are expected to take personal responsibility for their decisions and make choices that maintain the public trust. The actions of each employee reflect on both the individual and the college community as a whole.

WVC employees must use their official powers, duties, and college resources only to serve the public. This means they must protect the integrity of the college by remaining impartial in their work, avoiding personal gain or private benefit from their position, and following state rules on gift acceptance.

Employees should help create an environment free from fraud, misuse of authority, and misuse of public property. They are also expected to treat everyone—both on campus and in the community—with respect and courtesy, maintain confidentiality, and ensure a workplace free from harassment and discrimination.

WVC employees must comply with Washington state's Ethics in Public Service law, which is outlined in the Revised Code of Washington (RCW) Chapter 42.52. This law sets clear guidelines on ethical behavior for public employees. Failure to follow these guidelines can lead to serious consequences, such as disciplinary action (including possible termination), fines up to \$5,000, or even larger fines in cases of significant violations. Employees must understand and follow these laws to ensure they are acting in the public's best interest.

The ethical standards that all employees must follow include avoiding conflicts of interest, not accepting gifts or honoraria that could compromise their duties, and not using college resources for personal gain. Employees must also protect confidential information, avoid financial conflicts of interest, and refrain from using public resources for political campaigns. The law also covers issues like post-state employment and the use of publisher's samples. These guidelines help ensure that employees act fairly, impartially, and in the best interest of the college and the public.

If an employee believes there may be a conflict of interest or other ethical issue, they are encouraged to seek advice from Human Resources. Employees can also report any ethical violations by contacting Human Resources directly or by filing a complaint with the Washington State Executive Ethics Board. Complaints must provide the name of the person involved and relevant details to help with the investigation. Employees can also file complaints with the Washington State Auditor's Office under the Whistleblower Act.

Human Resources will inform full-time employees about this policy every year. Employees will receive a copy of the WVC Code of Ethics brochure when they are hired. New employees will be given this information during their online onboarding.

WVC has the following policies that ensure ethical behavior and respectful conduct:

[500.090 Workplace Civility & Respect Policy](#)

[500.125 Intellectual Property Policy](#)

The following policies were recently updated and approved by the Board of Trustees at their February 18, 2026 meeting (see evidence folder):

500.100 Standards of Employee Conduct Policy

500.115 Ethical Standards/Conflict of Interest Standards Policy

In addition, WVC has a process (evidence) for responses to Title IX complaints that include involving a third party for response and resolution if the complaint is about a cabinet member to ensure there is not a conflict of interest in resolution of the matter.

Evidence:

- Updated policies (2)
- Complaint response process

## Standard 2E: Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The vice president of Administrative Services (VPA) is currently being filled by interim staff Steve Ward. As outlined in the resumé evidence (Standard 2.A.2), Steve has over 40 years of higher education financial experience including auditing, upper-level management, and 28 years in the Washington state community college system. Objectives for the interim position are to reorganize and streamline fiscal operations, hire qualified staff, help establish a transparent, proactive budgeting process with broad based participation, and assist in the search and hiring of a permanent VPA.

WVC has not produced audited financial statements since FY21, which is when the conversion to the new ctcLink platform occurred. Therefore, audits of fiscal years 2021, 2022, 2023, 2024, and 2025 have not been completed. An interlocal agreement has been signed with Yakima Valley College for assistance in establishing records that would meet audit requirements. WVC will be contracting for a FY25 audited financial statement that includes fiscal years 2021, 2022, 2023, and 2024. A contract is anticipated for April 2026 with audit work from May through August, and a completed audited financial statement presented at the September 2026 Board of Trustees meeting.

The Washington State Auditor's Office has completed an accountability audit for the period July 1, 2020 through June 30, 2024 with recommendations but no findings. That report is included as evidence. The college is currently addressing the findings and will have a report to the president and board in February 2026. Confusion over ctcLink processes and reports have led to WVC mishandling of cash flow and drawdowns of general appropriations, resulting in a cash flow emergency and need for assistance from SBCTC. Currently, WVC's cash reserves, while not at the established policy level, are sufficient to fulfill its mission. Monitoring and reporting requirements of reserve levels will be addressed with an amendment to the current policy. The policy level for reserves is comparable to other fiscally sound colleges and does not need modification.

Finally, as the interim vice president for Administrative Services has reviewed WVC policies and procedures, it appears that systematic financial reporting to the board has not been practiced. Therefore, a new policy was drafted and approved by the Board on February 18, 2026 (evidence). The policy will include provisions for establishing reasonable projections, opportunities for campus review and input, and a timeline for development and approval.

Evidence:

- Approved Budget Policy
- Accountability audit and 2019-20 financial audit

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The budget process currently involves campus constituents, but there is wide dissatisfaction voiced due to the cash flow, drop in enrollments, and the need for mid-year budget reductions. The current process did not result in an approved budget for FY26 until November 2025. The interim VPA is working with the president, cabinet, and Budget Committee to establish realistic financial resource forecasts to drive mission-driven expenditure levels and produce a budget that is approved by the board in a more timely manner in future years.

Budget forecasts will be conservative using previous enrollment trends to estimate future revenues; however, enrollment may build following the implementation of the Strategic Enrollment Growth plan. In addition, the recently developed grants program has also consistently secured ~\$5 million per year in the last few years; grant funding is likely to continue to generate external revenue sources for WVC in the future (see evidence). The WVC Foundation also typically raises over \$1 million each year, with the majority of contributions to students; however, in any given year approximately 30% of those funds are allocated to employees or program budgets.

The president is committed to modify the transparency of the current budget process and structure to more broadly share the key elements and factors with campus constituents, offer opportunities for input, and improve overall communication.

WVC has a reserve policy (600.111) in place that establishes reserve levels for operating funds, designated programs, capital, restricted funds, and overall general funds. Funds are not at the level required by policy (evidence). There is an opportunity for the current year to contribute to the required reserves, and future budgets will address the requirements. There are few external funding opportunities that allow building reserves; however, if Title V funds are re-instituted, this is one external funding source that can be used to build reserves, so WVC could apply for these funds in the next grant cycle.

A budget calendar (evidence) is being created that will incorporate critical milestones, allow for thoughtful budget development, opportunities for campus input, and timely approval by the board in future years. The budget will be built to include actions identified by faculty and staff

area plans, and these actions are prioritized by annual self-reflection on performance indicators. Contingency funds are also built into the budget to account for unanticipated budget items and presidential priorities.

Evidence:

- Grants
- Budget planning calendar (description and graphic)

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

WVC has not followed a consistent pattern of fiscal reporting to budget managers, mid- and senior-level management, and the board, and does not have policies requiring this process. Therefore, policies on budget development, management, and reporting are being developed for consideration by the Board of Trustees at the January 2026 meeting.

The interim vice president of Administrative Services is reorganizing the fiscal office with a focus on effective use of the enterprise system (ctcLink) to provide timely and accurate data for monitoring and assessment by all levels of the campus. WVC recently hired a new accountant and will be hiring a controller, assistant controller (high skilled accountant/supervisor), and a vice president of Administration Services soon.

## Standard 2F: Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Position descriptions are developed that contain a job summary as well as a description of the job duties and responsibilities. Employees sign and date these job descriptions upon hire and, within two weeks of hiring, employees are provided with an onboarding checklist to explain the conditions of employee duties as well as rights and responsibilities. The onboarding checklist is shared as evidence.

WVC also provides new employee trainings. For example, when the college hires a new classified employee, the employer will provide each new employee with an orientation package provided by the union. Faculty have access to a Canvas course titled the Faculty and Course Enrichment (FACE), and recently hired faculty receive a \$250 stipend from their professional development funds if they complete the New Faculty Academy in Canvas.

The college has three types of employees: faculty, exempt, and classified. The [faculty](#) and [classified](#) employees are represented and have collective bargaining agreements (CBA) that outline the conditions of employment, rights and responsibilities, and criteria for evaluation, promotion, and termination; see the list of articles that address these specific areas.

[2023-2025 WPEA CBA](#)

- Article 4. Hiring and Appointments (p.3)
- Article 6. Performance Evaluation (p.9)
- Article 7. Hours of Work (p.10)
- Article 29. Resignation and Abandonment (p.56)
- Article 36. Layoff and Recall (p.68)

The agreement between WVC Board of Trustees and the WVC Association for Higher Education Collective Bargaining Agreement ([AHE CBA 2023-2026](#)) covers these topics in the following articles:

- Article 4. Employee rights (p. 13)
- Article 6. Workload and Duties (p. 23)
- Article 8. Evaluation and Review
- Article 9. Tenure
- Article 10. Discipline and Due Process

Appendix A of the AHE CBS contains the faculty salary schedule for standardized hiring pay and promotions. Recent changes in the post-tenure review process have linked the review to step increases, which has improved the post-tenure process.

The conditions of employment, rights and responsibilities, and criteria for evaluation, promotion, and termination are provided for exempt employees through the following board policies:

- |                |                                   |
|----------------|-----------------------------------|
| Policy 570.000 | Exempt Staff Employment Authority |
| Policy 570.130 | Exempt Contracts                  |
| Policy 570.550 | Exempt Evaluations                |

As outlined in the Classified Staff PDP Instructions and the Exempt Performance Assessment, supervisors evaluate classified and exempt employee performance annually. In 2024, the new HR director recognized that this annual process was not happening consistently and was not being consistently tracked. At the end of 2024, when the HR department was fully staffed, they were able to re-institute the procedure that Human Resources staff send supervisors a reminder email when employee evaluations are due, and that has improved the consistency of employee evaluations. After a full year of this practice, we have a 65% completion rate for annual employee evaluations. In addition, 24 supervisors attended training on November 5, 2025 to gain a better understanding of the annual employee review process and the importance of providing timely feedback to employees. Evaluation will continue to be a focus area for HR to improve completion rates. Classified and exempt staff evaluation forms are included as evidence in 2.F.4.

In addition to the supervisor and manager trainings, WVC offers other mandatory trainings to help employees understand their rights and responsibilities. WVC utilizes Vector Solutions for the college's mandatory annual training for all staff groups; this is an online self-paced system. Each program has tests built into the material, and employees cannot skip ahead. All employees are required to complete the following online courses:

1. FERPA – Family Educational Rights and Privacy Act
2. Building Supportive Communities Clear Act and Title IX
3. The Influence of Unconscious Bias in Decision Making (required to participate in any hiring committee)

The facilities department requires specific job training, such as confined space, ladder safety, and MSDS.



WVC’s focus is to provide as many in-person trainings as possible in Omak and Wenatchee, and to ensure new employees or employees that missed previously offered sessions can participate and complete required training. The college is working with Vector Solutions to build trainings into WVC’s custom portal, and this is scheduled for completion during the 2025-2026 academic year.

To date, over 800 employees have attended training offered by Human Resources and Institutional Effectiveness staff from January 2025 to February 2026. Additional trainings are scheduled for 2026 as outlined in the table below:

Institutional Effectiveness Trainings		
DATE	TRAINING	# OF ATTENDEES
4/25/2025	Data Dashboards	41
5/2/2025	Area plans	17
10/10/2025	PACE #1	NR
10/17/2025	KPI Training	43
10/24/2025	Accreditation	51
10/31/2025	PACE #2	41
11/14/2025	KPI Training #2	20
11/14/2025	Shared Governance	45
1/9/26	Collaborative Oversight Forum	72
1/23/26	Accessibility	58
2/6/26	Accreditation	94

Total 482

NR = not recorded but likely 50-75 attendees so > 500 total

HR Trainings

Audience	Training	Date	Time	# Registered	# Attended
Supervisors	Evaluation & Discipline	5-Nov-25	9:00 - 10:30 am	30	24
Supervisors	FMLA & Leave Management	5-Nov-25	1:00 - 2:00 pm	30	30
Supervisors	Mgmt Best Practices 1-3	6-Nov-25	9:00 - 10:30 am	23	21
All	Inclusive Communications in WP 1-2	6-Nov-25	1:00 - 2:00 pm	60	51
All	Preventing Bullying & Harassment	7-Nov-25	9:00 - 10:30 am	60	54
All	How to File a Complaint/Grievance	7-Nov-25	1:00 - 2:00 pm	60	47
Supervisors	Hiring & Job Descriptions	4-Feb-26	9:00 - 10:30 am	29	27
Supervisors	Performance Improvement Plans	4-Feb-26	1:00 - 2:00 pm	29	29
All	Preventing Bullying & Harassment	5-Feb-26	9:00 - 10:30 am	51	37
All	How to File a Complaint/Grievance	5-Feb-26	1:00 - 2:00 pm	55	52
Supervisors	Mgmt. Best Practices 4-5	6-Feb-26	9:00 - 10:30 am	25	
All	Inclusive Communications in WP 3-4	6-Feb-26	1:00 - 2:00 pm	60	
All	Inclusive Communications in WP 1-2	6-Mar-26	9:00 - 10:30 am		
All	Inclusive Communications in WP 3-4	6-Mar-26	1:00 - 2:00 pm		
All	Preventing Bullying & Harassment	13-May-26	9:00 - 10:30 am	45	
All	How to File a Complaint/Grievance	13-May-26	1:00 - 2:00 pm	41	
All	Inclusive Communications in WP 1-2	14-May-26	9:00 - 10:30 am	96	
All	Inclusive Communications in WP 3-4	14-May-26	1:00 - 2:00 pm	96	
Supervisors	Mgmt Best Practices 1-3	15-May-26	9:00 - 10:30 am	6	
Supervisors	Mgmt Best Practices 4-5	15-May-26	1:00 - 2:00 pm	4	

Total 318

Trainings offered in fall 2025 began with a presentation and generally finished with time for questions, answers, group discussion and/or reflection. This provided administration with good feedback and allowed opportunities for employees to be heard. Several of the actions identified for improved communication and transparency as part of this self-reflection report were based upon employee recommendations in these fall 2025 training sessions.

In 2026, the director of Safety, Security, and Emergency Management introduced models in campus safety for all employees in the following areas:

1. Bomb Threat preparation at Wenatchee Valley College
2. Mass Casualty response plan for Wenatchee Valley College
3. Active Shoot respond plan at Wenatchee Valley College

Human Resources reviews all evaluations for classified and exempt employees prior to filing in the personnel file. This process allows for reviewing gaps and defining training needs for supervisors. Standardized forms and the evaluation process are further addressed under Standard 2.F.4.

Evidence:

- Onboarding checklist
- Faculty and classified union contracts
- Training schedule for 25-26
- Training materials (uploaded into 2.D.2)

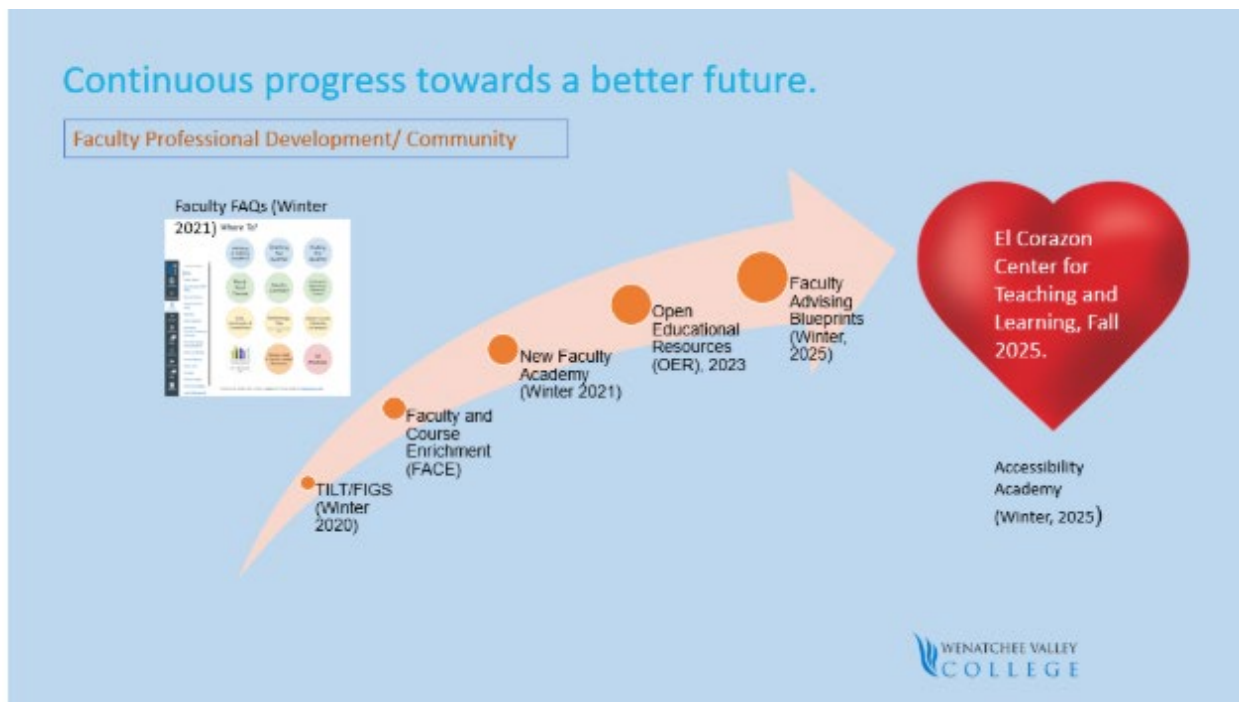
2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Providing employees with professional development opportunities is a high priority action for WVC. Therefore, the strategic plan goal to “Create a Culture of Excellence” contains two objectives related to professional development:

- Provide leadership and opportunities for faculty and staff development and advancement; and
- Support faculty and staff learning and scholarship to ensure quality, meaning, and purpose.

Over the last seven years, WVC has expanded opportunities for professional development by offering opportunities on campus so that faculty and staff do not have to travel to trainings; see the seven-year arc graphic below that was recently shared as an instruction update with faculty. The first example of these on-campus professional development trainings was held in winter 2020; a faculty interest group held a reading and discussion series about instructional methods. As a result of these readings, faculty requested a workshop about how to make assignments clearer, so SBCTC staff came to campus and shared the Transparency in Learning and Teaching (TILT) method for improving assignments. The Faculty and Course Enrichment (FACE) Canvas course was created in late 2020 to offer general faculty training and opportunities for accessing professional development funds to compensate faculty for additional time spent on specific activities. The FACE Canvas shell added a new faculty academy in winter 2021 and trainings

about Open Education Resources in 2023. External funding was secured by Professors Joan Qazi and Awanthi Hewage in spring 2023 to offer climate justice training for faculty; this training compensated faculty as they prepared a new instructional module. FACE resources are compiled and offered to all full-time and part-time faculty to use on an annual basis. The success of this type of professional development offered on both campuses has developed over time into the new El Corazón Center for Teaching and Learning, which opened in 2025. And in fall 2025, WVC launched the Leadership Development Academy Cohort, its first annual leadership training program for full-time and part-time faculty and classified and exempt staff.



There are many categories of professional development training currently offered at WVC, and there are different ways that these opportunities are funded. This section provides an overview of training opportunities and funding sources; however, it may not be an exhaustive list.

1. All employees communicate training requests to their supervisor for approval. If there is a cost for the training, employees can apply for professional development funds provided by the WVC Foundation. These requests are reviewed by the faculty committee or the exempt/classified committee based on the requestor’s employee category. Financial support is awarded quarterly for both groups; however, the exempt/classified group awards are also available in the summer quarter. The application form is emailed on a quarterly basis to all employees and is available on the HR website. Professional development funded by the Foundation in summer and fall 2024 is attached as evidence.
2. Any employee can request a tuition waiver to attend WVC courses consistent with RCW 28B.15.558.

3. Part- and full-time faculty members have professional development funds allocated in the CBA. For example, in the 2025-2026 academic year, the contract allocates full-time faculty \$2,163 each. Faculty must request these funds from their supervisor by the end of winter quarter, and they are approved by April each year. Part-time faculty are awarded up to \$500 per academic year, but the total part-time requests cannot exceed \$10,000. Part-time faculty can request more than \$500, and those requests are considered if funds are available.
4. El Corazón Center for Teaching and Learning began offering workshops and training for employees in fall 2025; see list in evidence for Standard 1.D.3
5. Every fall, WVC has all employee training as well as faculty specific training during launch week, which is offered the week before classes start. WVC's Launch Week activities vary from year to year; for example, the 2020 Launch Week agenda spanned several days, and the 2025 agenda focused on one day (President's Day). In addition, there are three Dean's Day trainings offered throughout the year that are paid days for faculty to focus on topics related to enhancing the student learning experience. Topics during Launch Week and Dean's Day vary; however, they have included invited speakers such as Gianina Baker covering assessment and Gina García covering Hispanic-Serving Institutions. Topics include activities to build stronger relationships amongst employees or basic technology trainings such as learning to use Microsoft TEAMS, etc.
6. WVC is offering its first Leadership training in the 2025-26 academic year for 20 participants. The WVC Leadership Development Academy Cohort is a selective group who applied and were accepted for participation. This training is intended for faculty and staff across all areas of the college, with an emphasis on those not currently serving at the dean level or higher. This training has a cross-division approach to foster collaboration, break down silos, and build a stronger understanding of the many facets that make up colleges and universities. Through this leadership development program, each member of the cohort will be more informed, equipped, and prepared to support and advance the college as well as grow in their leadership qualities and identity.

A comprehensive review of the number of requests for the professional development funds for the 2024-2025 school year indicated an opportunity to better promote this funding opportunity. Both review committees are actively working on promoting the use of this benefit for employees; see the attached email for an example of reminders sent to faculty about professional development opportunities. El Corazón will offer workshops where faculty can access professional development funds to compensate them for participation time.

Evidence:

- FACE Canvas course
- Example Dean's Day agenda
- Launch Week 2020 agenda and President's Day agenda from Launch Week 2025
- Leadership training module topics/dates
- Application(s) for PD funds (classified, exempt and faculty)
- Emails sent to employees about professional development funding opportunities

- Foundation funding of professional development in summer and fall 2024
- Employee professional development funding October 2024



*Launch Week 2025*

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Since the COVID-19 pandemic, student enrollment has steadily increased. However, WVC has yet to match the pre-pandemic student enrollment numbers outlined below:

Academic Year	Headcount	FTE
2018-19	6863	3,170.04
2019-20	5685	3,029.29
2020-21	4934	2,773.26
2021-22	4277	2,431.50
2022-23	5002	2,439.40
2023-24	5341	2,632.10
2024-25	5578	2,873.94

WVC has also experienced an increase in faculty and staff numbers since 2020, as indicated in the graph and table below:

### Employee Type Table

Employee Category	20-21	21-22	22-23	23-24	24-25
Classified Full-Time	69	72	73	79	77
Classified Part-Time	1	1	1	3	26
Exempt Full-Time	61	68	78	80	73
Exempt Part-Time	0	0	0	0	8
Faculty Full-Time	91	91	90	90	91
Faculty Part-Time	127	123	103	109	113
Total Employees	349	355	345	361	388

Despite increases in staffing numbers that parallel increases in student enrollment, there are examples where facilities and/or programs remain understaffed. For example, on the Omak campus, the Administration building must close at lunchtime because the building is staffed by the One-Stop employee and financial aid staff member, and there is no one to cover these services if one employee is out.

When new and/or replacement positions are considered, these are evaluated for consistency with the strategic plan, and data is evaluated to support the need. For new positions, the supervisor must outline funding sources and receive approval from the appropriate vice president of their area before the proposal goes to the President’s Cabinet, and finally the Board of Trustees.

WVC has been reflecting upon the number of faculty per student as an institution. At the institutional level, the student:faculty ratio is 14:1 (per IPEDS reporting), which is comparable to peer schools; however, due to how that number is calculated by IPEDS, it does not accurately reflect average class size. Average class size has been increasing at WVC over the last few years

from 13.74 in 2022-2023 to 17.64 in 2024-2025 (independent study classes have been removed from these averages). WVC is also reflecting on the number of faculty per full-time equivalent enrollment through [program and discipline assessment review matrices](#). These matrices along with [enrollment tracking](#) are used to manage the number of faculty and course sections offered. In spring 2025, the decision was made to pause the following programs and students were not enrolled in fall 2025: BAS-ET, Music DTA, BAS-T, Graphic Design, Natural Resources, INDT Machining, Pharmacy Technician. This decision making process was documented through a program assessment document, a proposal to the Program Review Task Force, and communicated to campus through an email (evidence folder). These programs have not been eliminated; however, currently enrolled students are in a teach-out, and faculty have been assigned to teach other courses in some cases. In response to the program pause, the Graphic Design program is currently being revised from a two-year degree to a one-year certificate.

The deans and the vice president of Instruction are managing section load to ensure students enroll in the courses they need, while minimizing the number of low-enrollment (<10 students) courses offered. WVC is focused on cost efficiencies that support student learning and the college's financial health. For example, Biology program sections are taught with 48 students in a lecture hall, and students are divided into two 24-person enrolled lab sections. The Strategic Enrollment Growth plan (under development) will also evaluate high demand disciplines and sections to determine the highest priority areas to add part- or full-time faculty positions.

WVC advertises all part- and full-time employment opportunities [online](#); this web page also describes the employment process. On occasion, a critical position is filled with an interim position as a temporary placement to cover staffing needs. All job postings include a position description, description of the benefits included, and the salary range. The Human Resources recruitment process ensures that the hiring criteria outlined in the position description are used to hire qualified candidates and that hiring procedures are followed. Position descriptions are reviewed at similar institutions as new and/or replacement positions are opened. The [website](#) currently contains postings for classified, exempt, part- and full-time faculty as examples of position descriptions.

Compensation levels for classified staff are based upon bargaining agreements at the state level, and WVC is consistent with those pay scales. Faculty compensation is also based upon the local Collective Bargaining Agreement and Human Resources reviews salary scales at other institutions as part of the review process. Exempt staff salaries are reviewed annually and compared to salary levels at six similar institutions to ensure that exempt staff pay falls within the SBCTC annual salary range for similar positions. WVC recently rescinded the Salary Schedule policy since it was out of date and this was approved at the February 18, 2026 Board of Trustees meeting (evidence).

#### Evidence

- Program assessment, Program Review Task Force proposal, and campus email about program suspensions
- 500.150 Salary schedule policy rescinded

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Faculty and staff undergo regular evaluations and receive feedback. Exempt staff are evaluated using a defined [exempt performance assessment](#) geared toward specificity and improvement.

Classified staff are evaluated according to the Article 6 of the [WPEA contract](#) that governs the majority of SBCTC institutions. The performance evaluation process is designed to provide supervisors and employees with an opportunity to discuss and record performance planning, feedback, and performance outcomes. Supervisors and employees will discuss how the employee's position aligns with the college's mission and goals and the employer's job requirements. Performance problems should be brought to the attention of the employee at the time of the occurrence to give the employee an opportunity to address the issue ([WPEA Contract 2023-2025](#)). Classified staff evaluation forms are available [online](#).

During the first three years of employment, full-time non-tenure track faculty are evaluated annually by a review committee consisting of the appropriate administrator and two full-time faculty members. When possible, the two full-time faculty members will be from the full-time non-tenure track faculty member's division. Each full-time non-tenure track faculty will complete a post-evaluation review three years after their last annual evaluation and every five years after that should the position continue ([2023-2026 AHE CBA](#), Article 8, p. 42).

Part-time faculty are hired by the appropriate administrator for one quarter. Part-time faculty are hired on a quarter-to-quarter basis. New part-time faculty will be evaluated by the fifth week of the first quarter, including at least one classroom observation and evaluation by the appropriate administrator. Written student evaluations will be administered for each class during the first three quarters of employment ([2023-2026 AHE CBA](#), Article 8, p. 42).

A system of tenure is maintained in accordance with all applicable statutory requirements following RCW 28B.50.851 and WAC 131-16-400. Each review committee considers nine standards in the course of evaluating the effectiveness of each full-time probationer: instructional skills; relationships with students, peers, and administration; knowledge of subject matter; adherence to the institution's mission, objectives, and policies; professional improvement and development; curriculum development; and advising. A four-part evaluation process is used that includes student evaluations administered for every class taught during the probationary period, self-evaluations, peer evaluations, and an administrative evaluation. A defined recommendation process culminates in board action ([2023-2026 AHE CBA](#), Article 9, p. 45).



Tenured faculty also participate in post-tenure reviews three years after they receive tenure. The post-tenure review process is faculty-driven, wholly formative, and in no way summative. It provides faculty members with the opportunity to reflect on their work and to closely examine their work at the college. These post-tenure reviews can take a variety of shapes and forms depending on the faculty member's program or department, as well as their teaching strengths. Faculty members may

present their work to the Board of Trustees and the campus community at large ([2023-2026 AHE CBA](#), Article 9, pg. 45).

Currently, there are 19 faculty in some phase of pre-tenure review; a document that contains the review phase, subject area, mentor, and review committee list is included in the evidence folder. The completion of post-tenure review is going well; currently, there is only one faculty who is out of compliance with the scheduled post-tenure review (see evidence folder).

Evidence:

- [Tenure committee list](#)
- [Post tenure review status](#)
- [Classified and exempt review forms](#)

## Standard 2G: Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

WVC offers a variety of student support resources designed to provide students with academic, professional, and sometimes financial support during their academic journey. These programs serve students with diverse backgrounds.

For many years, WVC has offered cohort-based student support programs (CAMP, TRIO, MESA, and Running Start) that employ cohort-based orientation programs, high-support and intrusive advising models, mandatory two-year academic plans, student progress tracking, and dedicated study spaces for program supported students, which contributes to high retention and completion rates for students enrolled in these programs:



[The College Assistance Migrant Program \(CAMP\)](#) provides academic and financial support services to students from migrant and/or seasonal farmworker backgrounds in their first year of college. CAMP collaborates with campus faculty and staff, student services, and community-based agencies to improve educational opportunities for students to have a strong foundation to build upon as they work toward a degree. The program is 100% funded by the U.S. Department of Education, Office of Migrant Education.



[The Mathematics, Engineering, Science Achievement \(MESA\)](#) program advocates for education, equity, and access in science and engineering. MESA offers academic and professional support services to students who plan to transfer to four-year universities in science, technology, engineering, and mathematics (STEM) majors.



The [TRIO SSS program](#) provides low-income, first-generation college students and students with disabilities the valuable support and services needed to succeed and persist towards graduation and transfer.



The [Running Start program](#) serves 11th and 12th grade high school students attending courses at WVC, providing them with the opportunity to earn college and high school credits simultaneously as part of this early access program.

As described under Standards 1.D.2 and 1.D.3, the success of these student support programs was reported in the Title V grant application as evidence that providing these student supports for all students would improve student success. As a result of Title V funds, all new first-time degree-seeking students are now supported for their First Year Experience (FYE) as described in the introduction and the 1.D Standards above. A complete description of the FYE program is included in the evidence folder.

Information about additional Wenatchee Valley College services available to students can be found on the college's [website](#). The following are some of the services that WVC provides:

### **Counseling**

WVC's professional counselors provide a safe, confidential place where students can explore their concerns and discover new strengths, insights, and ways of coping. Counseling services include academic counseling, readmission petitions, career, financial, and personal counseling. Counseling services also provide emergency funding and maintain the Knights Kupboard food pantry for students in need of food or supplies.

### **Student Grants Center**

The Student Grants Center works with five different grant programs to help students secure funding for tuition and other education-related expenses: Basic Food Employment and Training, Opportunity Grant, Worker Retraining, Supporting Students Experiencing Homelessness, and WorkFirst.

### **Student Life**

Student Life employs three staff on the Wenatchee campus plus two staff on the Omak campus who aim to meet student interests beyond the classroom through co-curricular activities. These activities and services enhance the learning that occurs inside the classroom, as well as play an important role in student retention, academic success, and cognitive development. These staff support the Associated Students of WVC (ASWVC); however, ASWVC is a self-governing student organization that functions according to the policies and regulations adopted by the WVC Board of Trustees. The ASWVC Student Senate sponsors the majority of all student events, activities, and projects. The student senate also provides a liaison between students and the college administration and faculty regarding activities, student clubs, and policies. The Omak campus also has a student senate (ASWVCO); these are independent organizations but function similarly.

### **Student Access Services**

Student Access Services (SAS) is the designated office at WVC responsible for ensuring equal access and accommodations for students with disabilities and health conditions. SAS works with students to identify reasonable accommodations that support access. They also partner with instructors to help implement classroom and testing accommodations. The SAS office provides training and resources to promote campus-wide awareness and understanding of disability, accessibility, and belonging.

### **Placement**

Before signing up for classes, all degree-seeking students must submit documentation for placement into math and English classes or take the placement test. The Wenatchee and Omak placement offices review documentation of prior education, and they provide placement tests online or in person to determine the most appropriate course level for student registration. WVC offers the Ed Ready Math Placement, which is a free online tool where students can determine the most appropriate math class. WVC offers CASAS testing for students who want to sign up for Adult Basic Education classes and ESL classes. WVC also offers TEAS testing for prospective nursing students.

### **Residence Hall**

Located on Fifth Street across from the Wenatchee campus, the WVC Residence Hall is within walking distance of grocery stores, shopping areas, and downtown Wenatchee. The residence hall is a single three-story building with four pods per floor, and each pod contains three bedrooms, a shared bathroom, and a washer/dryer. This housing provides accommodation for approximately 36 students, and space is rented on a quarterly basis. Bus access is available next to the parking lot.

## **Safety and Security**

Safety and security of the campus environment is a priority for WVC. Policies and procedures are in place to protect people and property, and to promote the prevention of crime. The Wenatchee Valley College Campus Security department is a non-commissioned security force. All campus security staff have received First Aid, CPR, and AED training and additional instruction in emergency response. Security staff patrol the Wenatchee campus on foot, enforce the laws and regulations that govern conduct on campus, and have the authority to issue parking tickets. The Omak campus hires Pacific Security on contract to provide security services. Campus security hours vary; however, security staff are available by cell phone when they are not on campus. WVC recently developed a panic button on all desktop computers on both campuses. This alerts campus security to ensure a rapid response and to have personnel on standby to ensure situations do not escalate to an emergency level.

WVC wants every student, staff, and community member to feel safe while on campus and have established guidelines for campus security. Employees, students, and visitors are encouraged to immediately report any incidents on campus that may constitute a crime, student code of conduct violation, or an emergency—including threats, harassment, or behavior that may be disruptive or unsafe—so they may be dealt with in a timely and consistent manner.

## **Student Recreation Center**

The Student Recreation Center is Wenatchee Valley College’s resource for students, faculty, and staff to work out and participate in recreational activities, wellness classes, intramural sports, and outdoor activities on campus and within the community. The SRC offers two floors of health and fitness options in a 20,000 sq. ft. state-of-the-art facility equipped with a strength training area, fitness and cardio equipment areas, a two-court gymnasium, Hi-Tech studio room, day use lockers, and lobby.

## **Study Abroad**

WVC is a member of the Washington State Community College Consortium for Study Abroad (WCCCSA), which organizes study abroad opportunities for community college students around the state of Washington. Students can choose to study abroad for one quarter in countries like Spain, Germany, France, and England, or for three or four weeks in places like Costa Rica or Morocco. The most active study abroad program has been the Follow the Apple partnership with the Center of Excellence at Highline College (short term with Agriculture students).

## **Tutoring Services**

Tutoring services at WVC give students a dynamic, collaborative learning opportunity to enhance their educational experiences. These services are available free of charge for all WVC students currently enrolled in classes, regardless of the number of credits, academic program, or academic degree.



The WriteLab provides English tutoring services to WVC students for all kinds of writing assignments, documents, and applications. Tutors can help students with planning, revising, or formatting their writing. The WriteLab offers in-person, online, and Teams options each quarter.

WVC's STEM Center offers free, drop-in, in-person and online tutoring to students enrolled in math, physics, chemistry, and biology classes. In 2023, WVC created MATH 101: Math Skills Enrichment to help address individual skills gaps to support success in other math classes. These students participate in the STEM Center with individualized instruction.

The Languages and Communication Lab (LCL) in Mish ee twie provides tutoring services to WVC students in World Languages and Communication Studies, as well as a place to study. Tutors can help students with Spanish, Japanese, or ASL homework, and speech preparation, and they can teach students how to use the language-learning tools at their disposal. Each quarter, the LCL offers in-person tutoring, with the potential for Zoom meetings as well. The LCL also offers a small lending library and a recording studio for student projects.

The Omak campus also has a tutoring center.

### **Veteran Services**

WVC supports veterans and all military-connected students as they return to school by providing resources for success and connection with other student veterans. A full-time VA School Certifying Official is available to both Omak and Wenatchee campus students. A private study space is located on the Wenatchee campus, as well as student club opportunities (the Veteran Knights) for fellowship and community service.



### **Bookstore**

Students purchase books (for both campuses) through the eCampus Online Bookstore.

### **Student Leadership Opportunities**

WVC has supported students by providing leadership development and professional development. Opportunities have included the Associated Students of Wenatchee Valley College (both Wenatchee and Omak campus groups) and sending a cohort of students to the Students of Color Conference hosted in Washington state and the United States Hispanic Student Leadership Institute in Chicago.

### **Culturally Responsive Pedagogy**

El Corazón Center for Teaching and Learning's efforts have focused on dismantling barriers to student success and strengthening models that support diverse learners by providing professional development rooted in equity, cultural responsiveness, and anti-racist practice. Trainings such as "Community Cultural Wealth" guided faculty in drawing on students' lived experiences and cultural knowledge in their teaching, while the Anti-Racist Praxis Community of Practice encouraged participants to rethink outcomes and assessment through a critical, equity-based lens. The college also invested in state and national academic enrichment opportunities that advance best practices for HSIs, including work with organizations such as COLEGAS and supporting

summer professional development opportunities offered by ESCALA. These organizations offer equity based professional development for practitioners in HSIs.

Evidence:

- A description of the FYE program at WVC

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

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

The catalog provides the following information:

- [Institutional mission](#)
- [Admission and registration](#)
- [Enrollment procedures](#)
- [Advising](#)
- [Academic calendar](#)
- [Grading policy](#)
- [Information on academic programs and courses](#),
  - [Degree and Certificate Completion Requirements](#)
  - [Programs and learning outcomes](#)
  - [Courses and learning outcomes](#)
  - [Student Learning Outcomes \(page 32\)](#)
- [Administrative contacts and degrees held](#)
- [Faculty contacts](#)
- [Rules and regulations for conduct, rights, and responsibilities \(also covered in \[the Student Handbook\]\(#\)\)](#)
- [Tuition, fees and other program costs](#)
- [Refund policy](#)
- [Opportunities and requirements for financial aid](#)

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Wenatchee Valley College provides clear and easy-to-understand information about the specific requirements for employment related to each professional-technical program. Details about licensure and entry requirements are shared on the program webpages and in the WVC catalog. Advisors are also available to talk directly with students about admissions and licensure requirements for their chosen program.

WVC offers several educational programs that have licensure requirements, and employment requirements are specifically described on the website for the following programs:

[Registered nurse](#) website and [handbook](#)  
[Emergency Medical Technician](#) website and [handbook](#)  
[Pharmacy Technician](#)  
[Medical Lab Technician](#)  
[Radiologic Technology](#) website and [handbook](#)

To keep the information accurate and helpful, requirements are reviewed and updated every year. Some programs host special information sessions for prospective and admitted students, where participants can learn more about the admissions process and eligibility requirements for licensure. Details about programs with prerequisites or other requirements are readily available in the catalog and on the WVC website.

Workforce programs also link to employment information in the profession on their website; for example, see the links to My Next Move on the [Electronics](#), [Computer Technology](#), and [Business Computer Technology](#) web pages.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

WVC offers federal and state financial aid packaging to eligible students who completed the Free Application for Federal Aid (FAFSA). WVC focuses on need-based awards through Pell funding and the Washington State College Grant. To support a broader student population, particularly those that are not eligible for FAFSA, the college directs students to apply for state funding through the Washington Application for State Financial Aid (WASFA). Another example of support is funding via the Ability to Benefit (ATB) provision. ATB is an equity initiative that helps students without a high school diploma who may qualify for federal or state financial aid to enroll in an eligible career pathway. Students in the college's High School+ program are directed to this funding and typically enroll in up to six college credit classes.



WVC's [Financial Aid Office](#) website maintains a comprehensive instructions for completing the FAFSA. This page also directs students to scholarship and grant opportunities as well as instructions on how to complete the [Simplified FAFSA](#) and [Financial Aid FAQ](#), which provides comprehensive information about FSA ID registration, NCES's College Navigator, the Smart Student Guide to Financial Aid, and Financial Aid Literacy, among others. If needed, students are directed to the Federal Student Aid website that has a translated [FAFSA in Spanish](#). WVC also has information about the [WAFSA form](#) for students who do not qualify for federal financial aid. The financial aid office also provides a [Video Help link](#).

Students who receive federal or state financial aid are informed of the amount of aid and type of award in an email and through their ctcLink account. Students are also notified of their financial aid disbursements with instructions on how refunds are disbursed. WVC utilizes the services of BMTX, Inc. through BankMobile Disbursements software.

In addition to financial aid offered through the Pell and Washington College Grant, students from underserved populations may access additional funding at WVC through one or more of the following [funding sources](#):

**Institutional Grant:** Funds are available to students who show significant financial need through the FAFSA application. Students must be Washington State residents and enrolled in at least three credits per quarter. Funds may be used towards any educational expenses.

**Tuition Waiver:** Limited funds are available to award waivers to Washington state residents who demonstrate significant financial need. Funds can only be used toward tuition. The waiver is only valid if tuition is not paid by any other agency, and it is not guaranteed to be awarded each quarter or for an academic year.

**Washington College Grant:** The college allocates state appropriation funds that are available to assist low- and lower/middle-income Washington residents who are enrolled in eligible programs. Students must complete the FAFSA to apply for the State Need Grant funds. The fund is awarded on a first-come, first-served basis.

**WVC Foundation Scholarships:** The Financial Aid Office coordinates with the Foundation Office to award scholarships based on academic performance, potential to benefit, financial aid need, program pathway, and/or donor intent. Students who plan to enroll during the academic year may apply for [scholarships](#) following the online instructions.

**Passport to College Promise:** After a year of vacancy, the college will fill the Passport to College position with a start date in December 2025. The Passport to College program provides funding and wrap-around services to former foster youth and unaccompanied homeless youth. Funds may be used toward any educational expenses, and students are provided with the opportunity for counseling, advising and tutoring services.

**Workforce Funding:** There are additional opportunities for adult learners to access grant-funded programs and resources. These opportunities are outlined in both [English](#) and [Spanish](#) on the [Student Grants Center](#) webpage. The area plan for Student Grants (evidence) summarizes the funding administered for the past year for the following programs.

- **Basic Food Employment and Training (BFET)** is a job training partnership between Wenatchee Valley College and Washington Department of Social and Health Services (DSHS). BFET provides tuition, books and emergency assistance to students who are enrolled in an approved BFET program, eligible to complete the FAFSA, receive SNAP benefits and have the ability to work.
- **Opportunity Grant** helps low-income adults train for high-wage, high-demand careers. Students are eligible to receive funding for tuition and fees up to 45 credits in an eligible or qualified program.
- **Good Jobs Challenge Grant** is for students interested in pursuing IT careers that will contribute to critical technology sectors in North Central Washington. A student must be a

Washington resident, maintain a 2.0 GPA, and be enrolled in a qualifying degree program. Unfortunately, this program ended in September 2025.

- **Supporting Students Experiencing Homelessness (SSEH) Grant** assists students experiencing homelessness and housing insecurity or students that were in foster care at the time of graduating from high school. The grant helps with emergency housing, rental assistance, eviction prevention, short-term housing, utilities, access to technology, access to laundry facilities and transportation assistance.
- **Worker Retraining** provides educational and career planning to help dislocated and unemployed workers retrain in a vocational field and return to work. Funds are available to assist with tuition, fees and books, and continuation of unemployment benefits while enrolled in occupational programs.
- **WorkFirst** supports students receiving Temporary Assistance for Needy Families (TANF). WVC works with DSHS and ensures students are enrolled in qualifying programs. Assistance goes towards tuition, books, work study up to 19 hours per week, tools, clothing, transportation among others.
- **Early Achievers Grant** is a grant program for students who are currently working in an Early Achievers certified in-home daycare or childcare facility.
- **Work Study** is a job on or off campus with a flexible schedule that works around classes. All work-study openings are part-time positions. The maximum amount of hours and money a student can earn is determined by financial need and funds available. WVC works to match students with jobs that relate to their career pathway.

**Evidence**

Student Grants area plan

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.

Wenatchee Valley College students are informed of repayment obligations. The college utilizes loan default services with Student Connections. Students receive [financial assistance](#), and the [loan default rate](#) is summarized in the table below:

Cohort Year	# of Students Defaulted	Default Rate
2022	1/136	0.7%
2021	0/197	0%
2020	0/234	0%
2019	11/263	4.1%

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Information about faculty advisors and First Year Experience (FYE) navigators is published on the [advising webpage](#). Faculty advisors, FYE navigators, and counselors help students pursue their educational goals. Students also play an active role in tracking their academic progress, following program requirements, managing class schedules, and more. WVC provides tools such as a Degree Progress report in ctcLink, a Planner for pre-selecting classes in ctcLink, a quarterly to-do list, and links to transfer resources for institutions around the state. Examples of Academic Advising Reports (degree audits) are uploaded as evidence in folder 1.C.4.

FYE navigators help new and transfer-in students get started with their first quarter of classes at WVC. After that onboarding process, students begin to work with their faculty advisor for ongoing advising help. Additional information about navigation and onboarding is included in Standard 1.D.1 and that evidence folder.

FYE navigators are knowledgeable about the broad range of programs of study available at WVC. They are helpful to first-time students and are skilled in making appropriate referrals. The FYE navigators assist with:

- interpreting placement results and recommending appropriate classes;
- academic planning, course selection, and scheduling first-quarter courses;
- planning strategies or approaches to successful educational goal achievement;
- gaining an understanding of the complete requirements of a program;
- referring students, as needed, to counseling services for educational, personal, or emotional difficulties, or student disability services for accommodation needs, as well as assisting students develop functional educational plans.

Faculty advisors have special knowledge in their disciplines and are aware of specific courses within their divisions, and in educational and career opportunities in their areas of concentration. New students are assigned to a faculty advisor at the beginning of the quarter they first enroll in classes.

The faculty advisor can assist with:

- academic planning, course selection, and scheduling;
- developing, clarifying, and evaluating educational plans and goals;
- identifying and exploring alternative educational opportunities;
- developing long-range educational plans;
- transfer information for in-state colleges and universities;
- gaining an understanding of the complete requirements of a program; and
- referring students, as needed, to counseling services for educational, personal, or emotional support.



In 2023, WVC received a Title V grant to support enhanced servingness for WVC’s Latine (and all) students. In 2024, the Title V staff offered the Puente (Bridges) support program, which included a new student orientation with advising and information sessions that introduced students to college programs and services. The Puente program continued to offer informational sessions with knowledgeable staff to support student success and is now known as First

Year Experience. Data documenting the improvements in student achievement data as a result of the FYE program is provided in Standard 1.D.2 above.

FYE navigators are trained by the Enrollment Services staff during their onboarding process, and they receive annual evaluation feedback from supervisors with recommendations for improvement. Faculty advising training has been provided in a Canvas advising training shell. In addition, pre-tenure faculty shadow tenured faculty advising sessions with students to obtain training experience before starting to advise students. More recently, Canvas advising shells were developed to provide consistent, curated academic planning resources and to support student-centered advising practices. Each Canvas advising shell includes resources for both faculty and students, with faculty-specific content hidden from student view. Puente FYE Navigators, Running Start, TRiO, CAMP, MESA, and grants staff also have access to the shells, with Running Start students directly enrolled and other program students accessing materials through their advisors. In fall 2025, there were 2,709 students enrolled in advising shells, and those students are spread out over 79 faculty who provide advising, which is an average of 34 students assigned to each faculty.

In 2023, Education Planning delivered a three-part advising workshop series to faculty, and that presentation is included as evidence.

El Corazón Center for Teaching and Learning also offered training for advisors and FYE navigators through a spring 2025 “Advising Circle,” a structured professional learning group. Sixteen faculty and staff voluntarily participated through an open campuswide sign-up and met regularly to examine current advising practices, clarify advisor roles, and strengthen their understanding of curriculum, program pathways, and graduation requirements. Through guided discussions, shared case studies, and peer learning, participants deepened their skills in student-centered advising and identified opportunities to improve consistency and accuracy in the

information provided to students. The Advising Circle focused on three key topics (Exploring Advising Models, Relationships and Advising, and Supporting Culturally and Racially Diverse Students) and generated recommendations to enhance the clarity and communication of advising expectations across the institution.

WVC is currently developing an advising model to clarify student support roles across the entire student lifecycle, from initial recruitment and placement testing through orientation, onboarding, degree selection, and the final transition to faculty-led academic advising. Once this model has been developed to clarify roles and responsibilities, the college's aim is to ensure training for each role and more cross-training for adjacent roles to improve the student experience.

Each quarter there is one day without classes so that students can meet with their advisor prior to registration for next term. On February 5, 2026, the Wenatchee campus hosted a pilot project to make Advising Day into an event with activities and resources focused in Mish ee twee (event flyer in evidence). The day kicked off with a cross-training session where the college FYE team reviewed the services that they provide to students to approximately 50 faculty. MESA hosted all of their students in the Maguire Conference Center for advising sessions. Several businesses (Washington State Department of Transportation, Chelan Public Utilities District, Confluence Health, Sabey Data Centers, and an engineering consultant) hosted tables to discuss job opportunities and education with students. The ASWVC hosted a pizza lunch, and free snacks were available throughout the building. Several faculty hosted individual and group advising sessions in classrooms and offices throughout the building. In summary, the event was a success with approximately 150 students in attendance. This event will likely be repeated spring term, which will also incorporate a career-ready focus with opportunities for resumé review, interview preparation workshops, and opportunities for students to participate in mock interviews with WVC employees and alumni.

To date, WVC has assessed the effectiveness of student advising through a graduation survey, CCCSSE survey, and campus surveys specific to advising services; results are summarized below and evidence is provided.

### **Graduation survey**

WVC has administered an optional graduation survey for three years (2023 – 2025), asking students about satisfaction levels with new student advising, faculty advising, the ability to get advising questions answered by faculty advisor, and availability of a faculty advisor. Despite the low number of responses (68), the majority of the responses indicated that students were satisfied to very satisfied with advising services provided. Starting in 2026, this survey will be mandatory and include revised questions to further assess SLOs.

### **CCCSSE**

In the 2022 CCCSSE survey, students (N=234) indicated that they used advising services an average of 1.58 times/year, which is close to the national average for small community colleges (1.61). Students indicated that they were somewhat (score 1) to very (score 2) satisfied with the advising services they received; the WVC mean score was 1.59, which is just above the national average for small community colleges (1.57). Students at WVC spoke with instructors or advisors about career plans 42% of the time compared to the 33%

average score for other schools, making this one of the highest scoring questions for WVC in this national survey. Students also indicated that they were provided the support they needed to succeed; 75% of responses indicated this was true quite a bit or very much of the time. WVC will administer a student survey in 2026 and include advising assessment questions.

### **Campus surveys**

In winter 2025, WVC administered an advising survey to over 1000 students and 37% responded (random distribution). The majority of students (72%) indicated that they had visited an advisor and it helped them select classes and learn about careers. For those who did not visit an advisor, 92% indicated that they already knew what classes to take or they made their own plan. The survey also asked if there were challenges with accessing an advisor, and about 24% indicated that they did not know what advising is or what they were supposed to do, ~35% indicated that they did not know who their advisor was or could not access them, and 50% responded “other,” which is unclear if that means they didn’t have barriers or that the survey didn’t list the appropriate barrier. The final question asked about challenges selecting classes and respondents could select more than one answer: approximately half of students said the classes they wanted were not at the right time or modality and 35% of students indicated that the classes they wanted were full; these responses are good feedback to incorporate into the Strategic Enrollment Growth plan. WVC will continue to include advising questions on student surveys to solicit feedback about the process.

In winter 2025, WVC also administered an advising survey to 71 faculty, and there was a 52% response rate. Findings indicated that there is a wide range of the number of advisees assigned to faculty (2-52), there are students who are not assigned a faculty academic advisor (non-degree seeking students), and that some faculty advise students who were not assigned an advisor. The findings from this survey will feed into future efforts to improve advising on campus.

The recent faculty and student surveys indicate that WVC could further improve advising so several staff and faculty are participating in the Complete College America pilot project to improve college advising services. One outcome from this process will be to determine how to consistently and programmatically evaluate and assess the advising process in order to identify ways to make improvements and assess the efficacy of those changes.

#### Evidence:

- Data from advising surveys
- Canvas advising shell screenshot
- Advising circles summary
- Advising workshop ppt (3 part series)
- Advising Day Feb. 5, 2026 event flyer



*Photo from WVC's 2026 Advising Day*

2.G.7 The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

WVC ensures identity verification at various points in the process starting with flagging fraudulent applications, then once enrolled students get a limited access account, and finally faculty work to verify any fraudulent students during the first ten days of class.

In the admission process, to identify fraudulent or fake applications, a decision was made earlier this year to turn-off the auto-acceptance/matriculation process. In the past, every Tuesday and Thursday, the automated process 'matriculated or accepted' all applications that were submitted. This means there was very little scrutiny of applicants, whether they were 'real' or fraudulent applicants. Deactivation of the auto-acceptance and matriculation of applications has reduced the number of fraudulent applications.

As a result, staff manually reviewed each submitted application. Application admit types are split into two groups: 1) First Year applicants are reviewed by the Registrar, and 2) Reapply/Readmits, Running Start, and Transfers are reviewed by another staff. Applications that were flagged by other sister colleges with the codes SXI and SXF are not matriculated or accepted. Applications that showed an anomaly with email addresses, mailing addresses, etc. are flagged with the R09 code and therefore not matriculated or accepted. Applicants that were flagged with an R09 code received an email seeking to verify identity. The email template sent to applicants that have been flagged is included as evidence.

Below is a table of flagged applications from 2023-2024 to 2025-2026 that were not matriculated or accepted. Fraudulent applications ramped up in the summer of 2024 and peaked in the summer of 2025.

Terms	2023/24	2024-25	2025/26	TOTAL
Summer	11	88	413	512
Fall	8	34	78	120
Winter	30	117	1	148
Spring	31	1011	n/a	1042
<b>TOTAL</b>	<b>80</b>	<b>1250</b>	<b>492</b>	<b>1822</b>

WVC employs secure, automated processes to verify and protect student identity throughout the student life cycle. The WVC Information Technology office integrates directly with the Student Information System (SIS) to automatically generate limited-access accounts for matriculated students. These preliminary accounts enable students to engage with key campus services—such as registration, financial aid, and academic advising—prior to their first term of enrollment. This controlled access allows WVC departments to confirm and authenticate each student’s identity before granting full access to institutional systems, online learning platforms, and academic records.

Once confirmed, students are granted full access upon enrollment. Each student’s identity and data are protected through a unique username and password that conform to National Institute of Standards and Technology (NIST) guidelines. In addition, all accounts are secured with Multi-Factor Authentication (MFA) as required by the Gramm-Leach-Bliley Act (GLBA). These measures ensure that student identity verification and data protection remain consistent and secure throughout the student’s engagement with the college—from initial application through program completion.

Faculty are kept aware of the need for vigilance through regular communication from the vice president of Instruction and their deans, and updates in all-campus meetings and in departmental discussions. In the first ten days of the quarter, faculty note the many signs that can indicate fraud: a student who does not complete their personal profile in Canvas, does not participate in discussions, only takes quizzes, and submits written material that appears to be AI generated; suspicious student information such as unusual email addresses and other contact information; unusual name spelling; and lack of communication with the faculty member. Faculty are advised to alert both the registrar and Financial Aid given that each department has fraud prevention processes and ultimately work together to confirm a fraudulent account.

WVC has a [Distance Learning Policy](#); however, it does not include anything specific that outlines an identity verification process. As described above, there are informal procedures taken to limit fraudulent enrollment and verify students once enrolled. However, as part of this self-reflection process, WVC is considering updates to this policy and the name Distance Learning to make this clearer for students; the policy was originally drafted in 2000 and recently updated without changes. Distance Learning does not very accurately describe the eLearning, online learning, and hybrid coursework and curriculums currently offered.

WVC is not addressing identify verification and fraudulent applications on our own; rather, the college is part of a statewide process working towards improvement. For example, Washington’s SBCTC is building a fraud checker into ctcLink. The college recognizes that this is an ongoing improvement process and will adopt new options available to make improvements.

#### Evidence

Student Identity Verification template



*Students studying in the John A. Brown Library on the Wenatchee campus*

## Standard 2.H: Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.

### Mission Alignment

The WVC Libraries provide information resources and services that directly support the college’s mission to promote equitable student achievement and success through culturally responsive, accessible, and high-quality education. The WVC Libraries’ mission is to provide an information-rich, culturally vibrant, and comfortable environment that supports teaching,

learning, and the development of an informed citizenry (Evidence 2.H.1-2). This mission aligns directly with the college’s student-centered value by ensuring equitable access to information, technology, and spaces that foster academic success and belonging.

## Qualified Personnel

The WVC Libraries employ a team of qualified and experienced personnel who provide instruction, reference services, and operational support to students, faculty, and staff (Evidence 2.H.1-3, 2.H.1-4). The director of Library and Learning Support Services, a Master of Library and Information Science (MLIS) degree-prepared librarian, provides strategic leadership for library resources, digital learning, and information access across the college. She is also nearing completion of an Ed.D. in Educational Leadership through Washington State University, with graduation anticipated in Fall 2026. The director ensures that the library and eLearning services align with institutional goals for student success, equity, and academic excellence. Two full-time faculty librarians, one on the Wenatchee campus and one on the Omak campus, also hold MLIS degrees. Three additional classified staff, with a wealth of practical library experience and educational backgrounds, provide robust student-facing and student-supporting service daily. These staff also support, mentor, and train student employees. One full-time eLearning specialist provides onboarding and ongoing faculty support for course design and delivery.

## Collections and Access

The WVC Libraries maintain collections with the depth and breadth required to support transfer, professional-technical, and continuing education programs (Evidence 2.H.1-11). The combined catalog provides access to more than 600,000 item records, including 80 databases, 457,000 e-books, and 99,000 e-journals (Evidence 2.H.1-5, 2.H.1-9).

WVC is also an affiliate of the Orbis Cascade Alliance, granting access to over 27 million shared resources. Collection management and renewal decisions are guided by data and curricular relevance, ensuring responsiveness to programmatic needs.

Over the summer of 2025, the libraries shifted to a new web platform to improve user experience, room reservation functions, and discoverability of resources while better aligning with web accessibility standards and college branding, and reducing costs.

## Space, Access, and Student Experience

Since 2022, both campus libraries have undergone intentional space updates to create welcoming, inclusive, and functional learning environments.

The fall 2025 “Library Vibe Check” survey confirms that students value the library as both a study and social space, describing it as “comfortable,” “calming,” and “a place that feels like home” (Evidence 2.H.1-6). In direct response to student feedback, in fall 2025 the Wenatchee library extended evening hours from two to four nights per week, remaining open until 8 p.m. Since many students have jobs during regular business hours, the evening hours the library now offers are at times the only time they can reasonably work in the library (Evidence 2.H.1-10).

Staff observations further reinforce this:

“During peak hours, open study areas and rooms are often full, with students attending online classes, collaborating in groups, or even napping; rearranging library spaces to fit their needs or seating preferences. Evening users consistently express gratitude for extended hours, seeing the library as a dependable, welcoming place to study or relax after work or class.”

The libraries’ commitment to creating an inclusive, student-centered environment is reflected not only in space design but also in a culture of generosity and belonging—one staff member noted that something as simple as offering free buttons “signals our library value of generosity,” and sparks joy and connection with new and returning patrons alike.

## Policies that Remove Barriers to Success

In 2024, the libraries implemented several policy changes designed to reduce barriers to student persistence and success (Evidence 2.H.1-7). These include:

- Eliminating registration and transcript holds for unreturned items.
- Extending borrowing periods for Chromebooks, calculators, and books to full-term (quarter-length) loans.
- Expanding the course reserve collection to hold much-requested textbooks, and offering more term loan course sets (in collaboration with instructors).

These changes reflect a philosophical shift from compliance enforcement to student-centered support, and recognition of the importance of balancing both non-punitive measures with responsible stewardship of state materials.

## Instruction and Collaboration

Faculty librarians embed information literacy instruction across modalities through classroom visits, Canvas-integrated modules, and individualized research consultations (Evidence 2.H.1-8). Collaboration with faculty ensures resources are meaningfully integrated into the curriculum and student learning experiences. Faculty librarians also support open educational resource adoption and serve on college and state-level committees advancing student success initiatives.

## Continuous Improvement

Assessment and continuous improvement are central to library operations. Usage data, surveys, and annual reports guide ongoing adjustments to services, hours, and collections (Evidence 2.H.1-6, 2.H.1-7). Post-pandemic feedback mechanisms such as the Vibe Check survey capture both the functional and emotional dimensions of library engagement. The libraries’ adaptability demonstrates a sustained commitment to institutional mission and continuous quality improvement.

## Conclusion

The Wenatchee Valley College Libraries employ qualified personnel and provide robust, equitable access to current information resources and supportive learning environments. Through continuous evaluation, collaborative partnerships, and student-centered policy reform, the libraries demonstrate ongoing alignment with WVC’s mission and NWCCU Standard 2.H.1.

## Evidence

Evidence #	Artifact/Link or File	Description and Relevance
2.H.1-1	<a href="#">WVC Libraries Website</a>	Central public portal to all WVC library services, policies, and collections.
2.H.1-2	<a href="#">WVC Libraries Mission Statement</a>	Aligns library mission with institutional goals of access and student success.
2.H.1-3	<a href="#">Faculty Collective Bargaining Agreement</a> (pp. 28-29)	Documents credential requirements and professional duties for faculty librarians.
2.H.1-4	<a href="#">Library Staff Directory</a>	Overview of library staffing.
2.H.1-5	<a href="#">Library Catalog</a>	Demonstrates depth, breadth, and currency of holdings.
2.H.1-6	Library vibe check survey (see evidence)	Student feedback affirming comfort, belonging, and appreciation of expanded access.
2.H.1-7	<a href="#">Library Access and Loan Policy</a>	Demonstrates equitable policy reform supporting persistence and access.
2.H.1-8	Library Instruction and Faculty Collaboration Report (see evidence)	Embedded instruction and collaboration across disciplines.
2.H.1-9	<a href="#">Electronic Resources and Database A-Z List</a>	Evidence of current and discipline-relevant collections.
2.H.1-10	Sample Student Space Use Data (evidence folder)	Statistics on study room usage and evening attendance.
2.H.1-11	<a href="#">WVC Libraries Collection Development and Maintenance Policy</a>	Describes the libraries’ decision-making processes for acquisitions, weeding, and addressing collection challenges.

## Standard 2.I: Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

WVC recognizes the essential role of technology in enhancing the educational experience for students, faculty, and staff. Technology planning at WVC is guided by three primary objectives:

1. **Continuous evaluation and improvement** to meet the evolving needs of the college and its community;
2. **Ensuring high availability and robust security** to provide reliable access and protect sensitive data; and
3. **Aligning technology resources with institutional goals and industry standards** to support strategic and operational initiatives.

In alignment with industry best practices and the WVC Strategic Planning process, the Information Technology (IT) department manages a comprehensive range of systems, equipment, and services that support academic and administrative operations. These efforts promote digital literacy, integrate technology into teaching and learning, and ensure effective, secure, and innovative technology solutions across the college.

## Infrastructure and Support

The IT department focuses on infrastructure management, customer support, educational platforms, and data security. Collaboration with internal stakeholders and external partners ensures responsiveness to emerging needs and continuous service improvement. The technology lifecycle at WVC includes planning, acquisition, deployment, maintenance, and secure decommissioning. Equipment is regularly refreshed according to the college's Five-Year Technology Replacement Plan, which allocates annual funding based on security, instructional impact, and priority.

## Access, Classrooms, and Student Technology

Student-accessible technology is funded primarily through student fees, with supplemental grant funding used for program-specific equipment. The Wenatchee campus hosts one dedicated open computer lab in the library, while the Omak campus maintains another. Additional discipline-specific labs and tutoring centers provide specialized technology support for a wide range of curricula.

Most classrooms are equipped with an instructor lectern and computer featuring three monitors (a 24-inch desktop monitor, a 65-inch instructor confidence monitor, and an 85-inch student presentation monitor). Two cameras and a microphone enable distance learning capabilities. Sixty portable laptops are available for instructional use in classrooms without fixed student computers.

## Security and Compliance

WVC's technology operations recently achieved a 3.25 out of 4 in an external audit, exceeding the average for higher education institutions. Continuous improvement is embedded in the department's culture. In 2024, WVC implemented an AI-based Security Operations Center (SOC) to further strengthen protection of institutional and personal data.

All critical, data-rich systems are secured through Multi-Factor Authentication (MFA), and Single Sign-On (SSO) implementation is in progress in accordance with NIST best practices. Credential management is supported through a Self-Service Password Reset (SSPR) portal,

allowing users to manage passwords securely and independently. Additional tools enable students to retrieve their email addresses and student IDs as needed.

## Communication and Student Engagement

WVC supports multiple technology-enabled communication methods to ensure timely and effective student engagement. For emergency notifications and campus closures, the college uses RAVE texting services. A separate messaging platform allows student services staff to text individuals or groups for targeted support. Students also have access to college email and Canvas messaging for instructional communication.



### Evidence

- 2017 Facility Master Plan update
- WVC Facility condition survey (2023)
- WVC Technology Strategies
- NIST Audit 2025

## Conclusion

Wenatchee Valley College’s quality improvement journey over this seven-year accreditation cycle can be summarized through a discussion of the following topics: (a) leadership transitions, (b) budget and climate challenges, (c) data capacity improvements, (d) establishment of systematic professional development and training programming, and (e) efforts to scale high impact practices in support of student success.

## Leadership Transitions

In 2023, Dr. Faimous Harrison replaced Dr. Jim Richardson as the 13<sup>th</sup> president at Wenatchee Valley College. Dr. Richardson served WVC for 17 years, so changes in the President’s office also resulted in subsequent changes in the executive leadership team and high turnover rates in exempt staff for the last few years. The Cabinet currently consists of highly qualified staff; however, only two members of cabinet were at WVC at the beginning of this seven-year cycle.

In 2024, WVC adopted a revised Strategic Plan with a focus on financial strength and improved climate. The updated Strategic plan contains a goal to “build stewardship, efficacy, and institutional health” that will guide the institutional priorities to build the reserves and improve budget planning transparency. The priorities identified in the Equity Strategic Plan were

incorporated into the new 2024-2030 Strategic Plan. Rather than having all diversity, equity and inclusion (DEI) measures under one goal (as in the 2018-2023 Strategic Plan), DEI measures are incorporated throughout the objective statements under Goals 2-5 of the current strategic plan. As WVC works to achieve the strategic plan goal to “create a culture of excellence,” the overall campus climate will improve through efforts to enhance communication and collaboration, expand leadership opportunities, and encourage employee growth.

## Budget and Climate Challenges

Prior to this accreditation cycle, WVC had not utilized the PACE survey to obtain employee feedback. The PACE climate survey was administered three times during this seven-year cycle, and WVC is using this climate data as an indicator in the mission fulfillment self-reflection process since national average scores can be used as a peer comparison benchmark. Not unlike other institutions, the WVC climate ranks lowest for Institutional Structure. Human Resources is working to rebuild trust amongst employees and improve the work climate for faculty and staff, following the resolved harassment case outlined in the media report.

NWCCU visited campus in spring 2025 to investigate harassment claims and in response, WVC has developed and implemented trainings about transparent communication, ethical handling of complaints and grievances, and education around discrimination in order to improve the campus climate. Each training has incorporated open-ended discussions in work groups, and while conversations have been hard, it has been helpful for employees to be heard.

A component of the WVC climate also results from the lack of focus on financial sustainability at the institution. Financial audits were not conducted annually since the transition to ctcLink, and the 2025-26 fiscal year budget was not approved until December, which is halfway through the year. This delayed budget approval process left employees feeling insecure and unsettled. As a result, faculty have demanded more budget transparency and involvement in the budget development and annual planning process. WVC is working on a systemic move towards improved budget transparency with development of a strategic enrollment management plan, annual audits, and staff capable of improved budget tracking and planning. This will lead to an improved financial footing in the future with policies in place that require annual budget development, planning, auditing, and reporting. This will improve trust, transparency, collaboration, and confidence resulting in an improved campus climate. WVC will also develop a communication plan and a decision-making matrix in 2026 to clarify the roles and levels of input into various campus-wide decisions to ensure everyone understands who is responsible, accountable, consulted and informed on future decisions.

## Data Capacity Improvements

In this seven-year cycle, WVC has expanded district wide access to data to identify strengths and weaknesses as part of the continuous improvement process. In response to recommendations about assessment in 2019, WVC allocated resources to hire a team of four faculty (working on part-time course release) as an Assessment Coordinator team. This team works closely with faculty and staff to strengthen learning outcome statements (course and program), secure data to identify and evaluate program improvements, prepare area plans with assessment, and provide district wide resources and trainings.

WVC also allocated resources to double the staffing in the Institutional Effectiveness office from 1.5 FTE to 3 FTE. This has resulted in development of data dashboards, the ability to respond quickly to ad hoc data requests, and establishment of benchmarks with disaggregated peer comparison data. In collaboration with the assessment coordinators, the Institutional Effectiveness office has provided faculty and staff trainings on how to use the data dashboards. However, it is also recognized that not everyone will become proficient at retrieving data from dashboards. Therefore, data has been compiled and distributed to inform program improvement through assessment matrices, program insights, discipline insights, and instructional insights. WVC is just beginning the process of report distribution and reflection upon data through a pilot project collaboration with El Corazón Center for Teaching and Learning. The future goal is to distribute these data reports in September with time for self-reflection during the fall launch week, which will build this work into the annual planning (mission fulfillment) process. Fall data reflection would occur as faculty begin working on area plans and learning about the academic plan for the year.

## Establishment of systematic professional development and training programming

At the beginning of this seven-year period, WVC started efforts to establish internal professional development opportunities. For example, during COVID, WVC allocated resources to two faculty (part-time course release) to build the Faculty and Course Enrichment (FACE) Canvas page, which provides paid professional development opportunities, discussion posts for reflection on trainings, and resources for faculty (including information for new faculty). Nearing the end of this seven-year cycle, WVC is investing in one FTE to create El Corazón Center for Teaching and Learning. The vision is that El Corazón will expand professional development opportunities centered on culturally responsive pedagogy and building an inclusive climate so that students and employees feel a sense of belonging at WVC and faculty learn new ways to engage students in more active classroom learning.

Another example of expanding professional development opportunities for employee growth is that the president has started the first annual Leadership Academy. This year-long training program aims to develop employee skills so that they are trained and ready for a promotion when that opportunity arises on campus. The leadership training program is a component of succession planning and an example of the college investing in continuous learning, mentorship, and fostering a culture of internal promotion to boost retention and create engaged, capable teams. Human Resources has also created several staff trainings to build supervisory skills in employee evaluation as well as trainings to improve communication, respect, and to cultivate a safe workspace on campus.

## Efforts to scale high impact practices in support of student success

During this seven-year period, WVC reflected upon student achievement data comparing the success of students supported by MESA, TRIO, CAMP and Running Start to students who did not have those wrap-around support services. Students that participate in these programs have

improved retention, GPA, course success rates, and completion rates. Data about improved student success was used as the basis of a Title V grant requesting support for additional navigators. Once Title V funds were secured, this resulted in development of the Puente navigation program, which is similar to a first year experience program where students attend orientation, receive onboarding assistance including help with course selection in the first term, and there are regular touch points with students during their first year. After one year of implementation, students supported by the Puente navigation had improved student achievement metrics when compared to non-supported students in the previous two years. WVC aims to continue to support these navigation positions and the Puente navigation program (now called the First Year Experience) despite the loss of Title V funds.

During this seven-year cycle, WVC also expanded learning support practices by opening a program-specific Math tutoring center, which was expanded through faculty collaboration and creative funding to become a STEM tutoring center. The STEM Center is staffed by faculty and student tutors to support students enrolled in Math, Chemistry, and Physics with tutoring services and study space on campus. Some faculty also hold office hours in this space to boost student participation in office hours and to serve as a tutor for other courses. This facility has grown in popularity such that ~30% of students taking math classes visited this facility last year for tutoring support.

Moving forward, WVC will continue to expand and improve student support services by focusing on improvements to advising. WVC is developing an advising model to clarify student support roles across the entire student lifecycle, from initial recruitment and placement testing through orientation, onboarding, degree selection, and the final transition to faculty-led academic advising. Once this model has been developed to clarify roles and responsibilities, the college aims to ensure training for advisors and navigators and to expand cross-training in order to improve the student experience.

In summary, the self-reflection process initiated through preparing this report has helped WVC reflect upon areas of growth and identify specific actions that will support continuous improvement efforts. We anticipate that implementation of the actions identified will improve the climate on campus over time and improve financial stability of the institution. Meanwhile, WVC faculty and staff will continue to do what we do well, which is to serve students by delivering relevant, innovative, and experiential educational opportunities. Over time, this work transforms lives, strengthens communities, and fosters inclusive excellence in North Central Washington and beyond.