

Evaluation of Institutional Effectiveness (Year 7)

Peer-Evaluation Report

Wenatchee Valley College

Wenatchee, Washington

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NWCCU Liaison to the Peer Evaluation Team:

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A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities

Table of Contents

I.	Introduction	5
II.	Assessment of Self-Evaluation and Support Materials	5
III.	Visit Summary.....	5
IV.	Topics Addressed as an Addendum to the Self-Evaluation Report	5
V.	Standard 1: Student Success and Institutional Mission and Effectiveness.....	6
a.	Standard 1.A: Institutional Mission.....	6
i.	1.A.1	6
b.	Standard 1.B: Improving Institutional Effectiveness.....	7
i.	1.B.1	7
ii.	1.B.2	8
iii.	1.B.3	9
iv.	1.B.4	9
c.	Standard 1.C: Student Learning	10
i.	1.C.1	10
ii.	1.C.2	11
iii.	1.C.3	11
iv.	1.C.4	12
v.	1.C.5	12
vi.	1.C.6	13
vii.	1.C.7	13
viii.	1.C.8	14
ix.	1.C.9	14
d.	Standard 1.D: Student Achievement	14
i.	1.D.1	14
ii.	1.D.2	15
iii.	1.D.3	16
iv.	1.D.4	16
VI.	Standard 2: Governance, Resources, and Capacity	17
a.	Standard 2.A: Governance	17
i.	2.A.1	17
ii.	2.A.2	18
iii.	2.A.3	19

iv.	2.A.4	19
b.	Standard 2.B: Academic Freedom.....	20
i.	2.B.1	20
ii.	2.B.2	20
c.	Standard 2.C: Policies and Procedures	20
i.	2.C.1	20
ii.	2.C.2	21
iii.	2.C.3	21
iv.	2.C.4	21
d.	Standard 2.D: Institutional Integrity	21
i.	2.D.1	21
ii.	2.D.2	22
iii.	2.D.3	23
e.	Standard 2.E: Financial Resources	23
i.	2.E.1	23
ii.	2.E.2	23
iii.	2.E.3	24
f.	Standard 2.F: Human Resources	24
i.	2.F.1	24
ii.	2.F.2	25
iii.	2.F.3	25
iv.	2.F.4	26
g.	Standard 2.G: Student Support Resources	27
i.	2.G.1	27
ii.	2.G.2	28
iii.	2.G.3	29
iv.	2.G.4	29
v.	2.G.5	29
vi.	2.G.6	30
vii.	2.G.7	31
h.	Standard 2.H: Library and Information Resources.....	32
i.	2.H.1	32
i.	Standard 2.I: Physical and Technology Infrastructure	33

i. 2.I.1	33
VII. Summary	34
VIII. Commendations and Recommendations	34
a. Commendations	34
i. Commendation 1:	34
ii. Commendation 2:	34
iii. Commendation 3:	34
iv. Commendation 4:	34
v. Commendation 5:	35
b. Recommendations	35
i. Recommendation 1:	35
ii. Recommendation 2:	35
iii. Recommendation 3:	35
iv. Recommendation 4:	35
v. Recommendation 5:	35
vi. Recommendation 6:	35
vii. Recommendation 7:	35
IX. Third Party Comments	36
X. Appendix	36

I. Introduction

A six-person peer evaluation team conducted a Year Seven Evaluation of Institutional Effectiveness (EIE) visit to Wenatchee Valley College from April 22-24, 2026, in response to the *Year Seven Self-Evaluation Report* submitted by the college to NWCCU on February 20, 2026. The comprehensive visit covered Standard One, a full review of Standard Two following the non-acceptance of the Year Six Policies, Regulations, and Financial Review (PRFR) report, and two outstanding recommendations.

II. Assessment of Self-Evaluation and Support Materials

The evaluation team received the 123-page self-evaluation EIE report and corresponding exhibits from Wenatchee Valley College (WVC) with sufficient time to thoroughly review the documents before the visit. The self-evaluation report was clear and transparent, following the 2020 standards. Furthermore, the exhibits were well-organized and easy to navigate, featuring items referenced within the report, such as the college's current and previous strategic plans, a shared governance flow chart, the 2025-2026 district training schedule, and corresponding PowerPoint presentations.

WVC's Accreditation Liaison Officer (ALO) communicated regularly with the evaluation team chair, ensured the team had access to all necessary materials, and coordinated an interview schedule that addressed all of the team's requests. These efforts facilitated a thorough and productive review.

III. Visit Summary

During the visit, the evaluation team interviewed representatives from across the college, including the president and the cabinet, the Board of Trustees, and various faculty and staff committees (e.g., Accreditation, Assessment, Budget, Educational Achievement, Instruction Council, Professional Development). The team also met with many departments, including Human Resources, Information Technology, Institutional Effectiveness, the library, and student support programs (MESA, CAMP, TRIO SSS, Running Start, FYE).

Additionally, faculty, staff, and student forums were held with broad representation. Attendance included 36 faculty, 55 staff, and 29 students.

The evaluation team also visited the Omak campus, where they toured the facilities and held two forums. The combined faculty and staff forum had 15 attendees, while the separate student forum had 10.

The evaluation team appreciated WVC's hospitality and transparent feedback shared by administrators, faculty, staff, and students throughout the visit.

IV. Topics Addressed as an Addendum to the Self-Evaluation Report

a. Recommendations Out of Compliance

As part of the visit, the evaluation team assessed progress made by WVC to address the following two recommendations related to non-compliance:

Recommendation 1: Spring 2025 Special Report (2020 Standard(s) 2.D.2; ER 7; ER 8)

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.

The peer evaluation team found that the college has made strides in addressing this recommendation. A long list of training sessions has been developed, and a number of individuals, including leadership, have attended. When asked if constituents knew how to file a complaint or grievance, nearly 100% responded affirmatively. Additionally, the campus has strengthened college policy around grievances in positive ways, such as requiring complaints against the cabinet to be investigated by a third party. For more information, see Standard 2.D.2.

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

Again, these trainings have been developed and well attended. While WVC has mechanisms for tracking attendees, they are not yet requiring attendance, nor do they have accountability measures in place for employees and supervisors who do not attend. For more information, see Standard 2.D.2.

b. Distance Education Policy Verification

Additionally, since WVC is authorized to offer distance education, the evaluation team also reviewed the college's distance education programming per NWCCU's Distance Education Policy, including the verification of student identity and ways in which the college is demonstrating, and reviewing regular and substantive interactions with students. This will also be addressed within Standard 2 of the report, specifically 2.G.7.

V. Standard 1: Student Success and Institutional Mission and Effectiveness

c. Standard 1.A: Institutional Mission

i. 1.A.1

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

WVC's new mission statement, adopted in July 2024, clearly defines the institution's purpose and commitment to the communities and students it serves. The mission statement states, "Wenatchee Valley College enriches North Central Washington and delivers relevant, innovative, and experiential educational opportunities for thriving and healthy communities."

In tandem with the development of its mission statement, the college also adopted an aspirational vision and a new six-year strategic plan consisting of six strategic priorities. The 2024-2030 strategic plan replaces the previous 2018-2023 strategic plan.

Three months later, the college gathered input from all employees during the September 2024 Launch Week to identify and develop the college's core values. Each value –

community, opportunity, inclusion, learning, and student-centeredness – aligns with WVC’s strategic priorities and is collectively referred to as WVC’s COILS.

As stated in the report and confirmed through interviews, WVC’s mission statement describes the college’s purpose, while the vision statement describes the college’s goals, and the values guide the college’s daily decision-making.

WVC’s mission statement and corresponding vision, values, and strategic plan are easily accessible online.

Compliment: WVC’s adoption of the COILS values serves as a unifying framework that reflects the college’s collective commitment to serving students.

d. Standard 1.B: Improving Institutional Effectiveness

i. 1.B.1

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.

As part of the college’s continuous improvement and institutional effectiveness process, faculty and non-instructional programs are tasked with completing annual area plans reflecting on their gains, gaps, goals, and program improvement efforts supported by data. The annual self-assessment is designed for programs to reflect on their performance in relation to the college’s mission and strategic plan. Additionally, the development of the area plan is intended to be a collaborative process leading to improvements in student outcomes, as well as help inform the development of the annual budget and annual work plan.

Through interviews, the evaluation team learned that not all non-academic programs complete these plans annually. Furthermore, staff and some faculty shared that they seldom receive feedback regarding their submissions, noting that it was often supervisor-dependent.

While these area plans include budget requests that inform annual planning, faculty and staff reported that feedback from senior leadership is inconsistent, if it is received at all. Consequently, while data-driven assessment processes exist, the process is not yet fully integrated across all program areas.

The institution appears to be building a framework that will lead to improving institutional effectiveness. However, until recently the college did not know the status of the finances including, fund balances, liabilities, and reserves. The lack of transparency and confidence in the finances, contributed to a lack of direction in planning, and assigning resources as needed.

Concern: The institution needs to continue their efforts to reconcile and report sound financial information. Leadership provided a plan to work towards transparent financial information and audited financial statements, but they are not there yet.

ii. 1.B.2

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.

Through its strategic planning process, WVC establishes and communicates meaningful institutional goals to improve institutional effectiveness. Two distinct strategic plans have directed the college's mission fulfillment during this accreditation cycle. The current 2024-2030 strategic plan now supersedes the earlier 2018-2023 strategic plan, which was structured around core themes. The college's five core values (community, opportunity, inclusion, learning, and student-centeredness), or WVC's COILS, replace the college's previous core themes.

With the new strategic plan, the college identified 16 key performance indicators (KPIs) that embody its core values and align with its mission, vision, and strategic objectives. WVC utilizes these metrics to track progress and objectively assess how well the college is achieving its mission. Where possible, the college compares itself with regional and national peers. For its learning metrics (i.e., credit attainment, retention, three-year graduation, transfer, and employment rates), WVC benchmarks its performance against its regional peers (other Washington state community colleges) using data published by the State Board of Community and Technical Colleges. For KPIs utilizing the Community College Survey of Student Engagement (CCSSE) results, the college benchmarks its performance against its national peers (i.e., fellow small colleges that completed the survey). For KPIs utilizing the Personal Assessment of the College Environment (PACE) Climate Survey, the college benchmarks its performance against the national average.

The college's definition of mission fulfillment is as follows: WVC is fulfilling its mission when at least 75% of scores are green or yellow. The color-coded categories indicate the following:

- Green: The college is meeting or is on track to meet the target within the designated timeframe.
- Yellow: The college has not yet met the target but is either approaching it or showing meaningful progress.
- Red: The college is not close to meeting the target, and progress is limited or absent.

Per the *Mission Fulfillment Self-Reflection 2020-2025 Results* report, WVC is currently meeting its mission, as 75% of its overall scores are green or yellow.

As a result of its self-reflection, WVC created a Past, Present, Future table listing its six highest priority KPIs. All four KPIs color-coded red (financial health, employee satisfaction, gateway courses, and professional growth) are included in the table. This table

summarizes the progress and initiatives made over the past seven years and is the first time the college has shared a draft plan to use performance measures to inform institutional planning efforts.

iii. 1.B.3

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.

The college adopted a budget development process in 2019 which included annual area plans, dean and VP review, cabinet prioritization, and Board approval, reflecting a stated commitment to inclusive, bottom-up planning. The 2024-2030 Strategic Plan extended that commitment, engaging approximately 200 external community members through Sage Step Consulting alongside an internal SWOT analysis. The college has also taken steps to include classified staff, exempt staff, and students by inviting them to serve on standing committees.

However, faculty and staff report that the process, as designed, has not operated as intended during this accreditation cycle. They stated that while their input is solicited through area plans and shared governance committees, they rarely receive meaningful feedback regarding how that input informs institutional decisions; in their words, “the loop does not close.” PACE survey data from fall 2025, validated through the Collaborative Oversight Forum and employee feedback, confirm persistent gaps in communication, transparency, and genuine participation in decision-making. The college is in the process of developing a decision-making matrix, which will provide increased clarity and accountability. These efforts represent constructive steps forward, but at the time of this review, WVC remains in early implementation and does not yet have evaluative data to demonstrate effectiveness.

Furthermore, the college has had limited insight into the state of its budget and finances until recently. While it is working to resolve this, WVC has not had audited financial statements since fiscal year 2020. This has impacted the ability to develop a strong planning process.

Concern: WVC’s lack of sound financial information over the past several years has contributed to disarray in the decision-making process.

iv. 1.B.4

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 college monitors its internal and external environments through surveys, advisory structures, governance processes, and community partnerships. Internally, the PACE survey is administered to all employees and the CCSSE to students, with both instruments

benchmarked nationally and incorporated into the college's key performance indicators. In response to concerning PACE results in 2020 and 2022, the college formed the PACE Task Force, which operated through 2023 and led to several campus climate efforts, including Colleague Connections and Monday all-campus meetings. The task force was succeeded in 2024 by the Collaborative Oversight Forum, which brings together faculty (full-time and adjunct), exempt staff, and classified staff representatives to support more inclusive and transparent communication.

The college maintains 126 advisory board members across 14 workforce programs and administers the Community Local Needs Assessment every three years. Additionally, the 2024 Sage Step community outreach project engaged approximately 200 community members to inform the 2024-2030 Strategic Plan. Faculty shared that advisory board input led to program improvements; for example, the Industrial Electronics program added vision-guided robotic arms to its curriculum, keeping students current with industry practices.

e. Standard 1.C: Student Learning

i. 1.C.1

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 programs including Adult Basic Education, High School+, Running Start, career/technical certificates and degrees, transfer associate degrees, and two applied baccalaureate degrees in science, all under the oversight of the State Board for Community and Technical Colleges in Washington State. Programming aligns with the college's mission to “deliver relevant, innovative, and experiential educational opportunities for thriving and healthy communities.”

Program materials list student learning outcomes that lead to degrees and certificates in their respective areas of study. Assessment coordinators and the Educational Achievement committee work to ensure that faculty consistently use the correct outcomes listed in the Master Guiding Syllabi. The Master Guiding Syllabi also includes course content and topics that faculty reported as helpful. The college used a transfer database that tracks student success and progress across more than 200 transfer institutions to ensure that outcomes, rigor, and content align with fields of study and industry standards. In addition, the advisory committee, the workforce division, the Curriculum Committee, and the Instruction Council must all approve any changes to degrees and certificate programs to ensure appropriate content and rigor.

Programs are offered at multiple locations, including the main campus, the Omak campus, online, and courses are also offered at off-campus community-based sites. The college's service area is quite large, covering over 10,000 square miles and serving a population of 124,000 residents. The institution is working to bring students back to campus, but the primary focus is to meet students where they are: in person, in labs, at camps, or online.

Students report that the content and rigor of online courses are not consistent with those of face-to-face courses and programs. For example, students indicated that content and rigor are faculty-specific, and that the experience across modalities varies by instructor.

Concern: An institution-wide system is needed to verify that program content and rigor are consistent across modalities, programs, and instructors.

ii. 1.C.2

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.

The college offers degrees and certificates with clearly outlined course learning outcomes (CLOs), which are available in course descriptions, syllabi, and on the college website. Breadth, depth, and sequencing are appropriate for degrees and certificates. For example, the AA DTA credential requires an appropriate credit distribution of 10 writing, 5 quantitative, 15 humanities, 15 natural sciences, 15 social sciences, and 30 electives. Skill development mapping also occurs through course sequences, as increased depth of student learning and skills is documented through multiple assessment measures within courses, such as in the Art and Anthropology programs. Outcomes are measurable and appropriately connect the CLOs to the program learning outcomes (PLOs).

Learning outcomes are assessed at the course level through evaluations of student learning, which are reflected in the annual area plans completed by faculty. The area plans identify assessment questions and areas for improvement, which are then translated into improvements for teaching and learning. While the dean of transfer works with area plans for 30 programs, the faculty noted that discussions regarding the area plans are often overlooked beyond ensuring completion, and that a system is needed to ensure feedback and implementation.

iii. 1.C.3

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.

VVC's degrees and certificates have clearly stated outcomes, which are readily available in course descriptions, syllabi, and the newly designed college website. Course descriptions also list the core topics to highlight the breadth and sequencing of courses and content.

Outcomes are readily available and easily accessible in numerous locations, including the Master Guiding Syllabi list, which provides outcomes for instructor access and consistency. Course syllabi are required to list the outcomes, although students do not understand outcomes or how they are applied. This information is also provided with the degree, program, and course information on both the catalog and the college website. All programs list PLOs, and every course lists CLOs, but the catalog does not provide the relationship (mapping) between CLOs, PLOs, and student learning outcomes (SLOs).

Concern: Students reported a lack of understanding of what student outcomes were and how they related to their courses. While the information is accessible, more needs to be done to help students understand how outcomes apply to them.

iv. 1.C.4

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.

WVC is an open-admissions institution, and its admissions process is easily accessible and transparent. All admission, degree, and graduation requirements are clearly posted in the catalog and on the college website. New students receive a student checklist for the onboarding process and are enrolled in the First Year Experience (FYE) program. Students then complete an Online Advising and Registration (OAR) tutorial to ensure understanding of expectations and processes. Student resources are readily available through the college website and Canvas.

Graduation requirements for each certificate and degree type, including the process for applying for graduation, are published in the catalog and on the college website. Faculty advisors work with students to ensure they are progressing toward graduation using the Academic Advising Report, a degree audit tool. Students are required to apply for graduation two quarters prior to completion, and a system is currently being developed to monitor requirements to ensure students apply in time to graduate.

v. 1.C.5

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.

Significant work has been completed to improve the college's assessment process, starting with the hiring of four assessment coordinators. A system has been developed under the purview of the Educational Achievement Committee, in collaboration with the assessment coordinators, to assess learning outcomes across departments and improve its programs and student achievement. Assessment resources were developed and are readily accessible in a Canvas course, including guidance on outcome mapping, information on creating assessment plans and rubrics, and area plan templates with examples.

Faculty and staff document the development of assessment questions and the identification of interventions to improve area plans, which are completed each fall. Departments and programs use these area plans to reflect on performance, document processes for continuous improvement, and demonstrate outcomes. At both the main and Omak campuses, faculty indicated that the area plans were completed and discussed within their departments, but there was limited feedback at the dean and VP levels, and an underdeveloped process for closing the loop prevented effective improvement.

While student learning outcomes, the assessment process, and the resources are accessible to all faculty, adjunct faculty do not appear to be meaningfully included in the process. Area plans do not consistently reflect system-wide analysis of the PLOs,

suggesting a gap between assessment practices and program-level improvement. A systematic approach is needed to ensure consistent use of outcomes across departments, instructors, and modalities.

Concern: There is a need for transparent, consistent structures and leadership to ensure continuous improvement aligns with requirements and expectations.

vi. 1.C.6

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.

The college meets the basic requirements for assessing general education learning outcomes as outlined in Washington's statewide direct transfer agreement. The standard requires the college to evaluate its defined learning outcomes or core competencies for all students. WVC has identified these core competencies as the student learning outcomes of Communication, Inquiry, Social Interaction, and Problem Solving, which support the college's mission to "deliver relevant, innovative, and experiential education opportunities." These competencies align with the outcomes of the existing programs and departments, although not all programs have completed CLO-to-PLO-to-SLO mapping. Not all courses align with SLOs based on their content, but program-level mapping is still being developed.

Concern: A clearly defined, systematic approach to aligning and reviewing outcome assessment practices across disciplines is needed to ensure comparable measurement of student achievement.

vii. 1.C.7

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.

The Educational Achievement Committee indicated that outcomes and assessments are regularly discussed at the program level. The academic plan creates a list of priorities, determined through interpersonal feedback from the chair and coordinator. The dean of transfer stated that he works with the area plans for 30 programs and generally leaves comments throughout all of them. This starts a dialogue of who is using the data, what phase of assessment they are in, and how they are closing the loop. These metrics are then confirmed with dean feedback.

Evidence suggests that student learning assessment results are reviewed by faculty and the Educational Achievement Committee to inform programs at an emerging level. For example, the Educational Achievement Committee and assessment coordinators reported that data collected from the assessment led to changes in ESL courses, including the

development of a speaking and listening lab. After two years, student success rates increased for those who completed the lab with ESL. Further, cross-disciplinary and consistent system-wide planning and implementation appear to be emerging but underdeveloped. Evidence from area plan assessments has not been sustained and has limited follow-through. Not all faculty were clear on the full assessment process and indicated a need for further support from the dean, particularly at the Omak campus. Plans are in place for training on area plans, focusing on improving outcome assessment and using data to evaluate interventions.

Concern: Additional support is needed to strengthen the faculty assessment process. A system is needed that ensures discussion, feedback, and support after faculty complete their area plans.

viii. 1.C.8

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 accepts transfer credits from regionally accredited post-secondary institutions. The policies and procedures for submitting and accepting transfer coursework are available in the catalog and on the website, in accordance with the transfer agreements with the State Board of Community and Technical Colleges and the Intercollege Relations Commission.

Students submit their transcripts to the registrar and complete a transcript evaluation form. Unofficial transcripts can be used for advising purposes, but official transcripts are needed for official evaluation. Systems are in place to audit current academic records against degree or certificate records, but faculty have indicated that an improved, streamlined process is needed. Further, currently enrolled students may earn college credit through the newly adopted Academic Credit for Prior Learning Policy, which allows them to be awarded credit for professional experience or prior learning, including Advanced Placement, industry certification, and military education.

ix. 1.C.9

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

WVC does not offer graduate programs.

f. Standard 1.D: Student Achievement

i. 1.D.1

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 its mission of serving students in North Central Washington, Wenatchee Valley College actively recruits across more than 20 high schools within its service district, with the Outreach and Recruitment team conducting monthly visits to partner schools. Recruiters initiate the onboarding process by guiding admitted students through the first step of the FYE pipeline, the Pre-Placement Questionnaire, before transitioning them to the institution's structured onboarding process.

The college has built a sequential student onboarding experience. After completing the Pre-Placement Questionnaire, new students move through transcript review, a required Online Advising and Registration (OAR) tutorial, and a meeting with a First Year Experience (FYE) navigator who assists with placement, academic planning, and scheduling. The OAR also points students to resources such as the catalog and student handbook. Before classes start, FYE navigators assign faculty advisors to newly enrolled students. If eligible, students are also supported through equity-based programs such as College Assistance Migrant Program (CAMP), Math Engineering Science Achievement (MESA), TRIO Student Support Services (TRIO SSS), Veterans Services, and Running Start. Once students have completed the OAR tutorial, or have met with an FYE navigator or faculty advisor, they can enroll in courses.

Departments in the student services areas, have identified areas for further development such as the onboarding process would benefit from additional clarification on the institution's website and in student-facing materials to reduce confusion during registration.

More significantly, the Strategic Enrollment Growth (SEG) plan, which will provide a more coordinated, data-informed approach to enrollment, retention, and student success, remains work in progress at the time of this visit.

ii. 1.D.2

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).

The college's move to data transparency over the past five years represents institutional growth in this accreditation cycle. In 2019, no disaggregated data dashboards were

publicly available. By 2024, the Institutional Effectiveness office had developed and published dashboards covering a variety of data.

In 2024, the college published an institutional scorecard comparing disaggregated student achievement data across groups including CAMP, Latine students, economically disadvantaged students, Running Start students, and Omak campus students, using Wenatchee campus students as an internal benchmark. Key performance indicators were also developed in 2025 to evaluate mission fulfillment, comparing them to both regional peers, the Washington SBCTC community colleges, and national benchmarks through CCSSE and PACE survey averages. At the same time, the data showed persistent internal equity gaps: Latine students pass gateway courses at consistently lower rates than white students, and first-generation and economically disadvantaged students show similar patterns.

While progress has been made, the college acknowledges that KPI data use is still developing at the program and individual course level. Moving forward, faculty and staff need expanded opportunities to engage regularly with disaggregated data as part of a sustained, institution-wide culture of evidence-based improvement.

iii. 1.D.3

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.

The college has established a set of regional and national peers for benchmarking student achievement and has published several dashboards on its Institutional Effectiveness website. Publicly available dashboards provide assessment matrices, enrollment data, student success outcomes including disaggregated retention, persistence, and graduation rates, and peer comparison. PACE and CCSSE survey results are also published online, and the institution's mission fulfillment documents are accessible to the public.

The creation of the STEM Center was driven by data on student success, and ongoing tracking of student utilization has supported continued investment in that resource.

One area that needs improvement is providing public access to disaggregated indicators of student achievement such as the course outcome dashboard. This tool provides course-level success rates disaggregated by age, gender, race and ethnicity, income, and generation status, yet it is currently accessible to WVC employees only. Standard 1.D.3 calls for disaggregated indicators to be widely published and available on the institution's website, and the institution has not provided a documented rationale for restricting public access to this data.

iv. 1.D.4

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.

VWC has made efforts to address equity gaps in student achievement. The college's student support programs, CAMP, TRIO, MESA, Running Start, and the new First Year Experience Navigator program, consistently demonstrate better outcomes for participating students compared to their unsupported peers across retention, GPA, and course success rates. In fall 2025, El Corazon Center for Teaching and Learning was established with dedicated resources for professional development, representing a significant institutional commitment to addressing equity gaps at the classroom level.

At the same time, equity gaps in gateway course success rates for Latine, first-generation, and economically disadvantaged students have persisted year over year. To help close these gaps, the college created the El Corazon Center. In turn, the center distributed a High Impact Practices survey in spring 2025 and received responses from 20% of the faculty. As the center is new, there were no specific plans with measurable outcomes developed to assist students.

Another factor noted by college staff was that due to federal funding constraints, FYE navigator positions were cut; therefore, maintaining these positions in future budgets is key to building a sustainable system.

VI. Standard 2: Governance, Resources, and Capacity

All Standard 2 elements were reviewed during the visit.

a. Standard 2.A: Governance

i. 2.A.1

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.

VWC demonstrates an effective governance structure with an appointed Board of Trustees composed of members without contractual, employment, or personal financial interest in the institution. The Board operates with clearly defined authority, roles, and responsibilities consistent with state statute, and there is no evidence of ambiguity regarding its formal governance role or the delineation of authority between the Board and the college.

Board members articulated a clear understanding of their policy-level responsibilities and the importance of maintaining appropriate boundaries from day-to-day operations. Trustees also described their role in helping reinforce this distinction with campus and community stakeholders, particularly as institutional concerns are sometimes elevated to the Board. In this context, trustees demonstrated an awareness of the need to balance responsiveness with adherence to their governance role.

The Board has continued to strengthen its oversight capacity, including improvements in access to financial information made available from the interim vice president for administrative services. These efforts position the Board to more fully exercise its responsibilities related to monitoring fiscal health, institutional performance, and supporting the president in advancing institutional priorities.

Overall, the Board's structure and functioning meet the requirements of the standard. Continued attention to communication, role clarity, and the strengthening of institutional processes will further support effective governance and reinforce appropriate distinctions between governance and operations.

ii. 2.A.2

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 college demonstrates that it employs qualified administrators with appropriate academic credentials and professional experience to support college operations. Documented roles and participation in statewide commissions and internal governance structures indicate that administrators are positioned to contribute to planning, organizing, and assessing institutional effectiveness.

However, the evaluation team finds that the effectiveness of the leadership system is uneven. Consistent feedback from campus stakeholders indicates challenges with communication, accountability, employee turnover, adherence to policy, coordination, financial management disarray, and decision-making. Some senior leaders reported capricious changes in reporting lines, confusion about responsibilities, and who is responsible for decisions and communicating them. Staff at the Omak campus indicate they are "pining for effective leadership," and survey results from campus stakeholders indicate that greater trust needs to be built in the effectiveness of the leadership.

The lack of clarity regarding roles, responsibilities, and reporting lines suggests that, while authority and responsibility are formally assigned, they are not always clearly understood or consistently operationalized across all levels of the institution (from students to the Board). This also highlights the need for more clarity around roles and decision making. As a result, coordination, transparency, and accountability within the leadership structure are diminished.

WVC has begun to take steps to address communication and climate concerns; however, further work is needed to ensure that leadership roles are clearly defined, consistently communicated, and effectively enacted. Strengthening these elements will be necessary for the institution to demonstrate a fully effective system of leadership as defined by the standard.

Concern: WVC needs to practice an effective system of leadership by adopting consistent management practices, including establishing clear communication channels, decision-making authority, and accountability structures.

iii. 2.A.3

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.

Since 2023, WVC has been led by President Faimous Harrison, who is employed full-time by the college and possesses the academic and professional qualifications required to lead a comprehensive community college. The president reports directly to the Board of Trustees and is responsible for the overall administration of the college.

iv. 2.A.4

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 established shared governance bodies that provide opportunities for input from faculty, staff, administrators, and students. The shared governance structure, however, appears to be weighted towards faculty and administration, with the governance committees defined in the faculty contract and the selection of committee chairs reserved to administration and faculty.

The evaluation team finds that the college's decision-making structures and processes are not clearly documented, consistently communicated, or well understood. Despite the presence of shared governance bodies, there is a broader lack of clarity regarding how decisions are made at the institutional level, including who holds responsibility and authority for key decisions such as staffing and resource allocation. Stakeholders expressed uncertainty about where decisions originate, how input is incorporated, and how final determinations are communicated. This lack of clarity is further reflected in institutional survey data, with only 15% of respondents on the PACE survey indicating agreement that administrative processes are clearly defined.

As a result, WVC does not yet fully demonstrate that its decision-making processes systematically include and reflect the consideration of stakeholder views in matters of direct and reasonable interest, nor that these processes are transparent and accessible across the college.

Concern: Decision-making structures, processes, and timelines are opaque and confusing. The college needs to clearly document, communicate, and publish its decision-making structures and processes, including identifying formal opportunities for stakeholder input and clarifying roles and responsibilities for decision-making.

Compliment: The Collaborative Oversight Forum work to develop and implement a strategic communications plan promises to better inform college constituents in a timely manner regarding decision-making and to help close communication loopholes.

b. Standard 2.B: Academic Freedom

i. 2.B.1

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.

The college has established clear policies and collective bargaining language that adhere to the AAUP principles of academic freedom for research, publication, and classroom discussion. Policies 300.100 and 000.300 formally protect the rights of faculty and students to express ideas and engage in free inquiry.

During the faculty forum, participants consistently reported that they experience no administrative or external interference regarding their instruction or classroom environment. Evidence suggests that WVC adheres to these established policies, ensuring that faculty can fulfill their teaching responsibilities without inappropriate influence.

ii. 2.B.2

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.

The college maintains an environment that allows for independent thought and the examination of diverse perspectives. Faculty feedback during the evaluation visit confirmed that they feel free to employ the pedagogy of their choice and to lead students in the exploration of reasoned conclusions within their respective disciplines.

Furthermore, the WVC student handbook contains policies regarding student rights and responsibilities that mirror these protections for the student body.

c. Standard 2.C: Policies and Procedures

i. 2.C.1

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.

WVC provided evidence of a transfer-of-credit policy. There are transfer agreements in place with the State Board of Community and Technical Colleges and the Intercollege Relations Commission (ICRC). Several WVC alumni have returned to work at the college upon earning their baccalaureate degrees, a source a pride for their faculty and colleagues and evidence of transfer success.

ii. 2.C.2

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.

WVC provided evidence of policies and procedures for student rights and responsibilities and their related links. During the visit, students seemed to understand their rights and responsibilities.

iii. 2.C.3

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.

WVC is an open-enrollment institution, but there are certain requirements for the Running Start program and selective admissions in the Allied Health programs. WVC recently redesigned its website, which should help students navigate through the admissions and placement policies.

iv. 2.C.4

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.

The college maintains policies and procedures regarding the secure retention of student records. They comply with FERPA regulations.

d. Standard 2.D: Institutional Integrity

i. 2.D.1

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.

The college demonstrates compliance with this standard through its formal processes for ensuring that announcements, statements, and publications are clear and accurate. The evaluation team found that WVC provides consistent information regarding its academic programs and services, ensuring that the public and prospective students have a transparent understanding of college offerings. A significant factor in this accuracy is the recent hiring of a new public information officer, who has initiated robust efforts to audit and improve the integrity of institutional communications, including launching a new website. Furthermore, the college utilizes program maps and clear academic pathways to demonstrate that its programs are structured for completion in a timely fashion, and there is evidence of a regular review cycle to maintain the currency of these materials.

ii. 2.D.2

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.

WVC demonstrates an awareness of its responsibility to uphold ethical standards in its management and operations and has taken steps to address areas of concern. For example, the college has implemented a series of trainings for faculty, staff, and administrators focused on Title IX, harassment prevention, workplace conduct, and ethical communication. These efforts reflect a commitment to improving institutional culture and promoting fair and equitable treatment of employees and students. While training efforts have been broadly implemented and are reported to be well received, the college has not yet established clear mechanisms to ensure consistent participation, accountability, and application of training outcomes in practice.

Moreover, the evaluation team finds that the college has not yet consistently implemented effective management practices or adhered to established policies and procedures across all areas of operation. Gaps in institutional processes, particularly in financial oversight and administrative continuity, have contributed to a broader sense of instability. The absence of completed financial audits since 2020, along with previously limited access to clear and timely financial information, has affected institutional planning and confidence in resource management. In addition, turnover in key positions in finance and human resources, as well as concerns related to Title IX processes and complaint handling, have contributed to uncertainty among employees regarding the consistency, fairness, and timeliness of institutional responses.

Stakeholders also reported concerns regarding the clarity and timeliness of communication from leadership, particularly in relation to decisions that affect personnel

and institutional operations. For example, data from the PACE survey reveals that only 22% of respondents agree that open and ethical communication is practiced at the institution. Feedback from faculty and staff suggests that while information is effectively gathered and sent up the administrative chain, the downward flow of information is inconsistent. Campus constituents indicated that senior leadership does not consistently share information in ways that are perceived as meaningful or conducive to building trust and managing the college effectively.

Concern: The college does not yet fully demonstrate that it consistently exemplifies high ethical standards in its management and operations or ensures that complaints and grievances are addressed in a fair, equitable, and timely manner. Continued attention to implementing consistent management practices, adhering to established policies and procedures, and communicating decisions in an open, respectful, and timely manner is necessary.

iii. 2.D.3

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.

WVC maintains clearly defined policies and procedures that prohibit conflicts of interest for members of the governing board, administration, faculty, and staff. These expectations are codified in the college's Board of Trustees policies and administrative regulations, which require employees and board members to disclose any potential conflicts and recuse themselves from related decision-making processes.

e. Standard 2.E: Financial Resources

i. 2.E.1

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 college has not produced audited financial statements since fiscal year 2020. Moreover, WVC's financial data systems contain bad information, which has hindered the college's ability to assess its fiscal health. The finance administration continues to work towards the goal of accurate financial data, followed by audited financials. There has been considerable effort focusing on hiring qualified candidates to help achieve this goal. The college is hiring a new controller, assistant controller, and vice president of finance. WVC has also contracted with Yakima Community College to assist in cleaning up the legacy data. After the data is cleaned up, the college plans to have a financial audit.

Concern: There is a lack of accurate financial data. There have been no audited financial statements since fiscal year 2020.

ii. 2.E.2

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.

For the past several years, the problems in financial data reporting appear to have impacted the effectiveness in financial resource planning and allocation. Within the last couple of months, effort has been made to create a budget policy as well as reimagine the budget committee.

Fortunately, the college has been working to increase the financial team with qualified hires to create an environment where WVC can ensure short-term financial health and long-term financial stability. Preliminary reports do show that the college will achieve a positive net revenue by the end of the year. Enrollment trends indicate an upward trajectory. The college is demonstrating increased effort to improve in this standard, but it is still building the necessary framework.

Concern: Though the college is working towards building a sound financial planning model, the years of bad financial data have not allowed the college to fully move forward. WVC has not had the clean financial information available to assess short-term and long-term financial health and sustainability.

iii. 2.E.3

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.

The peer evaluation team found that there have been years of bad financial data and a lack of appropriate staff experience which contributed to a lack of transparency in WVC's financial resources. The college did provide evidence that they are continuing to work towards having sound financial data reporting. The college is in process of hiring a controller, assistant controller, as well as a vice president of finance. The interim vice president of finance plans to stay onboard during this transition. Additionally, the college has contracted with Yakima Community College to help reconcile the financial data from their old legacy system to CtC Link.

It is commendable that the college is taking the financial reporting seriously and has demonstrated a good plan to move forward. Unfortunately, the work is too premature to see the end results. At present, WVC does not meet the standard.

Concern: The college does not have a transparent financial reporting process. Years of the administration stating FTE cuts are needed, only to find out they are not, have eroded trust with employees.

f. Standard 2.F: Human Resources

i. 2.F.1

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.

The WVC Human Resources department has recently hired several individuals who have a breadth of human resources experience. During the onboarding of new employees, the team provides conditions of employment, work assignments, and evaluation. All employees receive an evaluation at least once per year.

The HR team is excited for the new website launch, as this will allow the department to direct employees to the various HR policies on the website, which cover many of the topics required by this standard.

ii. 2.F.2

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

WVC provides many opportunities for professional development. There is a committee process for faculty and staff to pursue going to conferences. Faculty have an additional pool of funds to pursue professional development. There was some concern that the funds were distributed based on applying, rather than on equitable disbursement of funds to those who may have not had a conference opportunity. The new HR staff seem to be working to create a more balanced approach to professional development and growth.

There is also a new leadership academy designed to further develop staff for roles in upper management. Several employees expressed appreciation for this opportunity, which met for four hours per month on a Friday throughout the academic year.

There is also training provided to faculty and staff through the El Corazon Center for Teaching and Learning that utilizes federal HSI funding. These trainings provide cultural sensitivity tools that can enhance the experiences of minority and underserved students.

iii. 2.F.3

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.

While the college continues to operate and maintain the integrity of its academic programs, persistent challenges with financial reporting and budgeting projections have hindered the ability of leadership to strategically deploy personnel resources where these resources are most needed. In interviews and forums, many faculty and staff expressed that these stakeholders lacked the time to participate in shared governance committees or to address critical administrative improvements. Furthermore, a prevailing climate of concern regarding potential budget cuts has resulted in a hesitance among staff to request necessary positions, leading to a culture where existing employees absorb additional responsibilities rather than expanding the workforce to meet institutional needs.

The disparity in staffing is particularly evident at the Omak campus, where a lack of sufficient personnel for key services creates significant operational vulnerabilities. The evaluation team found that the Omak campus often lacks adequate backup plans for essential offices; in several instances, the absence of a single employee due to illness requires a department to close for the day. This inconsistency creates a sense of unreliability for both employees and students. Students reported that they have occasionally been required to travel to the Wenatchee campus to access basic services, such as cashiering (which is unavailable at Omak) or when Omak staff members are unavailable for extended periods. Staff feedback also highlighted a lack of transparent communication regarding the decision-making process when vacant positions are left unfilled. The Evaluator Form for Conducting Site Visits for Additional Locations or Branch Campuses, detailing these findings, is provided in the appendix.

While the college remains functional, there are several documented instances across the institution of insufficient human resources to comfortably cover various administrative and academic responsibilities. The current reliance on a limited number of staff to maintain continuity poses a risk to the long-term stability of services, particularly at the Omak campus. There is an indication that once WVC's financial reporting is fully stabilized, the college will be better positioned to utilize its area planning process to identify and advocate for the personnel required to ensure the reliable delivery of services and the fulfillment of its mission.

Concern: The lack of personnel resources and sufficient leadership with authority at the Omak campus has led to inconsistent provision of services, creating barriers to students' progress, and frustrations for faculty and staff to adequately perform in their respective roles.

iv. 2.F.4

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.

Annual evaluations are required for all employees, and the Human Resources department maintains oversight by collecting, tracking, and filing completed evaluations. Evaluation processes are supported by written criteria that are accessible to employees, and there is evidence that evaluations are intended to support professional development and employee growth.

The evaluation team found that these processes are generally in place and functioning; however, implementation may vary across the institution. While evaluations are expected annually, the college's current approach relies largely on local supervisory practices to

ensure completion. As a result, there may be opportunities to strengthen consistency in how evaluation expectations are carried out.

Overall, the institution demonstrates compliance with the standard. Continued attention to reinforcing expectations and supporting consistent implementation across all areas will further strengthen the effectiveness of the evaluation process and ensure that all employees receive regular, meaningful feedback aligned with institutional goals.

g. Standard 2.G: Student Support Resources

i. 2.G.1

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 different programs and services to support its students during their learning journey. Several of the programs offered are equity-focused, including: College Assistance Migrant Program (CAMP), Math Engineering Science Achievement (MESA), TRIO Student Support Services (TRIO SSS), Veterans Services, Running Start, and a First Year Experience (FYE) program. These programs either recruit students into their programs or connect with students following admission to help them navigate college by providing wrap-around support to students (e.g. career exploration, providing educational planning, helping students connect to resources, etc.), to help with their specific learning needs.

WVC also provides holistic student support services, such as mental health counseling, access services for students with disabilities, a food pantry, basic needs support, student recreation center, and a residence hall. Additionally, students have opportunities to engage in tutoring services, career planning services, and student leadership opportunities.

The WVC student services staff noted that it is challenging to serve students across their geographically large district with minimal staff. Many staff members manage high workloads (e.g., Running Start advisors manage 400 students each and are required to meet with those students three to four times a year for a minimum of 20 minutes each, in addition to recruiting and other duties). Yet, despite these challenges, it was evident that the student services staff work collaboratively and creatively to support each other in their efforts to aid student success, retention, and completion. Student services staff have also begun participating in developing area plans with their managers and that has initiated conversations on how to prioritize projects based on student achievement data and student learning needs. However, staff noted that the area plan and budget process is still in its nascent stages, and the staff have not received feedback or information regarding budget requests.

While the main Wenatchee campus provides student services that support student learning and success, students at the Omak campus voiced concerns regarding limited access to adequate student services staff and learning support. Some of the examples of

discrepancies in services between the two campuses that were raised by students and staff include:

- Advising services are not regularly or consistently available in person at the Omak campus,
- Nonexistent cashier services at the Omak campus, requiring students to drive to Wenatchee to pay for college tuition and fees, if they are unable to pay online,
- Limited tutoring and technology help to students at the Omak campus, and
- Only one faculty librarian at the Omak library, thus requiring the library to close if the librarian is out or off contract (note: a half-time library staff position was hired just before the EIE visit).

Further context regarding these operational discrepancies is documented in the Evaluator Form for Conducting Site Visits for Additional Locations or Branch Campuses, located in the appendix.

Compliment: The student services team has a collegial and collaborative culture focused on providing a student-centered learning environment and equity-based student learning support at the Wenatchee campus.

Concern: According to students and Omak staff, student services staffing at the Omak campus is markedly limited, resulting in student services and resources being inconsistently open and accessible to students when staff are out or unavailable. The gap in student services available between the Wenatchee and Omak campuses is distinct.

ii. 2.G.2

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 WVC academic catalog is published on the college website. The catalog provides information on the institution's mission, admission processes, grading policies, academic programs, course sequences, and learning outcomes. A student handbook is also available online detailing student conduct as well as individual rights and responsibilities as students. Additionally, the college website provides links to financial aid requirements and processes, tuition, fees, program costs, and withdrawal refund policies. Further, an academic calendar is also available on the WVC website, along with the names, titles, and degrees held by administrators and full-time faculty.

iii. 2.G.3

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.

Through the WVC website, information about national and state licensure and eligibility requirements for specific programs are provided. For example, the automotive technology program indicates students will need Automotive Service Excellence (ASE) certification through National Technicians Education Foundation (NATEF) and that students have an option to pay a \$75 deposit to use a set of WVC tools while they begin to acquire their own set of tools. Students are also required to purchase their own overalls and safety glasses. The nursing, emergency medical technician, and radiologic technology programs each provide students with a detailed student handbook that outlines the profession with occupational and licensure information. These health profession student handbooks are reviewed, and as needed, updated annually.

iv. 2.G.4

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.

The WVC website provides students with information regarding its financial aid policies and procedures, including eligibility requirements for financial aid, the estimated costs of attendance, a net price calculator, and a financial literacy tutorial. Students can also find information about the different types of financial aid available (e.g., grants, scholarships, and tuition waivers), how financial aid refunds work, and the requirements for maintaining satisfactory academic progress. The college's website provides clear steps on how to get started with applying for financial aid, how to access financial aid funds, and contact information for questions or assistance.

While specific details were not identified during meetings with financial aid staff, the financial aid director noted in the 2025-2026 financial aid annual area plan that rules and regulations governing financial aid are not being followed accurately due to turnover and lack of employee training.

Concern: Training for financial aid staff is needed to ensure accurate financial aid compliance with regulations.

v. 2.G.5

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.

Through the WVC website, students can find information about their responsibilities for repaying their financial aid loans. WVC uses LoanScience to support students in managing their loan repayments, and Student Connections to help students with the loan default payments. Links to both of these services are posted prominently on the website. The college's student loan default rate is published on the college website.

vi. 2.G.6

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.

WVC implemented its FYE program by combining two separate programs: the Puente program and the Education Planning program. This change was initiated by the loss of Title III funding for the Puente program, coupled with a review of student retention data that showed students receiving support from programs such as CAMP, MESA, and TRIO SSS had higher retention rates than unsupported students. The goal for developing an FYE program was to provide similar academic advising support to students who are not eligible to participate in CAMP, MESA, and TRIO SSS.

WVC provides a description of its FYE program on its website, including contact information for FYE staff and links to the student handbook and academic catalog. As part of the FYE program, once a student applies to the college and is verified as a student, the student is enrolled in an Online Advising and Registration (OAR) tutorial in Canvas. The OAR tutorial helps connect the student to resources such as CAMP, MESA, TRIO SSS, and other campus services. Upon completion of the OAR tutorial, the student is assigned a faculty advisor by FYE staff and is allowed to enroll in courses. If a student does not complete the OAR tutorial, the student has the option of meeting with one of three FYE college navigators who help new students with academic advising and career exploration until the student selects an educational degree or certificate, and then a faculty advisor is assigned.

The FYE information on the college website encourages students to take agency with their learning journey and connect with the college's advising services regularly. The college hosts an Advising Day each quarter; no classes are held on this day and students are encouraged to attend this event to meet with their assigned faculty advisor. If a student is unable to reach a faculty advisor, they can continue to meet with a college navigator for advising assistance. The college also employs faculty counselors who can assist students with career and academic planning. If a student is part of CAMP, MESA, or TRIO SSS they can also get advising help from staff in those areas. Students can access academic advising reports in CTCLink to help them monitor their own academic progress, but student services staff reported that these "What If" degree plans can be inaccurate if a student changes their academic plan.

Advising staff have access to campus-wide training such as: Preventing Bullying and Harassment, How to File a Complaint or Grievance, and Inclusive Communication in the Workplace. Staff also have access to training required by Title III and Title IX funding. Student services staff also hold regular meetings to share information about advising and student needs.

Students voiced that some faculty advisors were very responsive to their advising requests and that Advising Day was a helpful event. Other students raised concerns over not being able to connect with faculty advisors. It is uncertain how often faculty receive training on faculty advising duties.

Concern: Advising services provided by faculty advisors was inconsistent and frequency of training for faculty advisors was unclear.

vii. 2.G.7

2.G.7 The institution maintains an effective identity verification process for students 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 verifies students' identity using both local and statewide data. Through the statewide CTCLink, the college can access data codes shared by other institutions, that alert the college of possible fraudulent applications. The college then employs different screening tools locally to check student applications, including individual review of application records by staff, reaching out to potential students via email for identification verification, and communicating with financial aid staff to identify applications that connect to fraudulent FAFSA forms. Students must provide proof of identity by submitting a copy of a government identification and a selfie, or visit a WVC campus with government identification. If the student lives outside the WVC district, WVC has partnered with other Washington community colleges to allow students to verify their identification at a campus closer to their home. Once a student's identity is verified they are matriculated. The college does not charge students for verification of identity processes. While the college has seen an increase in fraudulent applications, with the processes they have put into place, they have successfully halted many fraudulent applications from moving forward.

The information technology (IT) team has put several safeguards into place to secure student information. Student information is stored in CTCLink, and IT can assign access to specific individuals to limit access to student data. IT has also implemented multi-factor authentication (MFA) and Dark Force software that monitors online activity to mitigate data breaches. A designated IT staffer also participates on behalf of the college in the statewide CTCLink group to identify and implement best practices for data security and privacy within CTCLink.

The integration of regular and substantive interactions (RSI) with students is not being consistently implemented in online courses by faculty. While some faculty provided good examples of RSI check-ins and activities they have designed for their online students, there were also inadequate examples offered by faculty in how they are engaging students in RSI in online courses. Additionally, many students voiced concerns that they rarely receive feedback from faculty or engage in active learning activities in online courses.

Compliment: The student services team and IT team have worked collaboratively and diligently to contribute to statewide processes and in implementing local controls to verify student identity in the application and financial aid processes while maintaining security for student information.

Concern: Faculty are not consistently and comprehensively implementing RSI in online courses. There is no formal policy, required training, or established guidance regarding RSI standards. Further, some faculty shared that they first heard about RSI two weeks before the evaluation team arrived.

h. Standard 2.H: Library and Information Resources

i. 2.H.1

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.

The library employs qualified library personnel, including their director and two faculty librarians; additionally the library employs three other degreed library employees. The library has a collection development policy that address procedures for selecting and deselecting both print and electronic materials, as well as policy for how they address challenges to materials.

While librarians are not responsible for assessing the college student learning outcome related to Inquiry: information literacy, they were involved in developing the outcome. The faculty librarians provide: information literacy instruction in-person at both campuses, online information literacy instruction, and embedded information literacy support for courses. The faculty librarians are involved in Instruction Council, which allows them to have input into curriculum decisions.

The library has been able to collaborate with departments for additional funding to support the purchase of print and electronic resources when new degrees (BSN, BS BH) or curriculum have been added or revised. The library is working on expanding their course reserves collection so that more textbooks are available to students, as Omak students have voiced concerns over lack of access to textbooks, but funding for that project has not been forthcoming. About a third of WVC faculty use OER no- or low-cost materials.

Students expressed appreciation for the Wenatchee campus library space and noted it was a comfortable place to study and welcoming gathering space.

Compliment: The library provides students with regular in-person access to a faculty librarian and library services at both the Wenatchee and Omak campuses. Recently a half-time library staff was hired at Omak to provide access to library resources when the faculty librarian is not available, in response to student concerns.

Concern: Students voiced limited access to textbooks at the Omak campus, requiring them to drive to Wenatchee for access to textbooks while waiting for textbooks to be mailed from the online bookstore.

i. Standard 2.I: Physical and Technology Infrastructure

i. 2.I.1

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.

The physical infrastructure at the Wenatchee campus is well-maintained. The grounds are beautiful, and several individuals mentioned that WVC is a designated Tree Campus. Additionally, the college recognizes employees who reach 25 years of service by placing their name on a tree.

The Wenatchee building spaces are clean, and students praised the many inviting areas across campus to study and relax. Several students highlighted the comfortable study spaces in the library.

The Omak campus consists of older buildings converted into classrooms. The facilities team mentioned there are plans to construct a new building in Omak; however, the evaluation team was unable to verify that the project is moving forward. Furthermore, the site visit revealed that the Omak facilities are currently not accommodating to all students, specifically noting that some students must cross a busy road without a crosswalk to access their classes. Several students and staff expressed concerns regarding inequities in support when compared to the Wenatchee campus.

WVC does not have a current master plan. The last master plan was completed in 2017. There does not appear to be a master plan in the works after conversations with the facility team. They do have planning on a localized scale as they work to add building space and replace antiquated structures such as some career and technical education spaces on the Wenatchee campus.

In a different light, the technology infrastructure and planning are well thought out and documented. Faculty, staff, and students provided several compliments about the customer service support they have received. The college has invested in strong cybersecurity protections. Currently, the information technology department runs phishing exercises, and if an employee gets phished, the department requires the individual to receive cybersecurity training. WVC does not require the training. During onboarding the IT leaders said that employees receive some cybersecurity training.

Concern: The college does not have a current facilities master plan. The last was completed in 2017.

Concern: WVC does not adequately maintain accessible safe, secure, and sufficient facility infrastructure at the Omak campus, especially in comparison to the Wenatchee main campus facilities.

Compliment: The buildings and beautiful grounds of the Wenatchee campus are well-maintained. The spaces within buildings are innovative and comfortable for students, and faculty, staff, and students echoed their love for the Wenatchee campus facilities.

Compliment: The college's technology infrastructure and IT's devotion to a strong strategic information security plan, care for cybersecurity, and providing strong academic support systems for students and faculty are notable.

VII. Summary

Wenatchee Valley College's Evaluation of Institutional Effectiveness report provided a candid self-evaluation of its assessment and planning processes, its challenges in producing audited financial statements, and its commitment to student learning, student-centeredness, and continuous improvement.

Throughout the visit, a common theme of inconsistency emerged regarding communication and decision-making, coupled with a lack of financial transparency. Conversely, the evaluation team observed a strong sense of community through initiatives like T-shirt Tuesdays and Colleague Connections, and a resilient sense of hope moving forward.

VIII. Commendations and Recommendations

a. Commendations

i. Commendation 1:

The peer evaluation team commends the institution for embracing the COILS values which are reflected in the campus commitment to serving students.

ii. Commendation 2:

The peer evaluation team commends the institution's beautiful maintenance of its grounds and buildings at the Wenatchee campus. The spaces within buildings are innovative and comfortable for students.

iii. Commendation 3:

The peer evaluation team commends the institution for the technology infrastructure and devotion to a thorough strategic information security plan, care for cybersecurity, and responsive academic support systems for students and faculty.

iv. Commendation 4:

The peer evaluation team commends the institution for providing meaningful student support programs such as CAMP, TRiO, MESA, and Running Start Navigation.

v. Commendation 5:

The peer evaluation team commends the institution for taking positive steps towards transparent and deliberative leadership through efforts such as El Corazon, Leadership Academy, and the Collaborative Oversight Forum.

b. Recommendations

i. Recommendation 1:

The peer evaluation team recommends that the institution:

Continue to resolve their financial data reporting concerns and produce current financial audits within 15 months of the fiscal year end (2.E.1, ER 20).

ii. Recommendation 2:

The peer evaluation team recommends that the institution:

Create and maintain a transparent financial resource reporting process (2.E.3).

iii. Recommendation 3:

The peer evaluation team recommends that the institution:

Adequately maintain safe, accessible, secure, and sufficient facilities at the Omak campus (2.I.1).

iv. Recommendation 4:

The peer evaluation team recommends the institution:

Provide sufficient faculty and staff to ensure the academic integrity and the adequate delivery of services at the Omak campus (2.F.3).

v. Recommendation 5:

The peer evaluation team recommends that the institution:

Establish and implement policies and procedures for regular and substantive interactions in distance education courses and programs. (ER 22)

vi. Recommendation 6:

The peer evaluation team recommends that the institution:

Clearly document, communicate, and publish its decision-making structures and processes. Decision-making processes need to identify formal opportunities to consider views of faculty, staff, administrators, and students from both Wenatchee and Omak campuses (2.A.4).

vii. Recommendation 7:

The evaluation team recommends that the institution:

Implement effective and consistent management practices, adhere to established policies and procedures, and communicate decisions in an open, respectful, and timely manner (2.A.2, 2.D.2).

IX. Third Party Comments

Prior to the visit, NWCCU received one qualified third-party comment and an additional continuation comment regarding the reaffirmation of WVC. These comments concerned registration blocks, regular and substantive instruction, administrative conduct, and institutional culture. The college's response to these comments is provided in the appendix. The team duly considered the third-party input and the college's response during the visit while addressing Standard 2.

X. Appendix

The documents listed below are included in the appendix on the following pages.

- Appendix A: Evaluator Form for Conducting Site Visits for Additional Locations or Branch Campuses
- Appendix B: Spring 2026 Third-Party Comments – Wenatchee Valley College

Evaluator Form for Conducting Site Visits to Additional Locations or Branch Campuses

Site visits to additional locations or branch campuses may occur during an Evaluation of Institutional Effectiveness visit, as a component of a Mid-Cycle visit that previously had a virtual visit between spring 2020 through spring 2022, or as a required site visit following the approval of a major substantive change to add a branch campus.

An evaluation visit to an additional location is to determine if the institution has the necessary resources and capacity to provide a quality educational experience for students who attend classes and use services at the location.

This form does not need to be submitted separately with the visit materials, but is intended to be used as a resource for writing relevant sections of the peer-evaluation report.

Peer evaluation teams should structure visits to branch campuses or additional locations with the necessary opportunities to address the questions on the next page.

In accordance with 34 CFR 600.2, the 2023 NWCCU Substantive Change Manual defines locations as follows:

Branch campus: An additional location of an institution that is geographically apart and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location:

- 1) Is permanent in nature;
- 2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;
- 3) Has its own faculty and administrative or supervisory organization; and
- 4) Has its own budgetary and hiring authority. [34 CFR 600.2]

Additional location: A facility that is geographically apart from the main campus of the institution and at which the institution offers at least 50 percent of a program and may qualify as a branch campus. Geographically apart is more than 20 miles from the main campus location.

Other instructional site: A facility that does not meet the definition as an Additional Location. Two ways that “Other instructional site” is often used include:

- 1) Instructional sites that do not meet the 50% threshold for any academic program, such as research field sites.
- 2) Sites where an institution’s programs are offered in another organization’s facilities such as high schools.

Institution: Wenatchee Valley College

Location name and location (city/state): Wenatchee Valley College- Omak in Omak, Washington

Location type (branch campus / additional location / other instructional site): Additional Location

Program(s) offered at location (50% or more available at the location):

Programs include Bachelor of Science in Nursing (LPN to BSN) and Bachelor of Applied Science-Behavioral Health. Transfer Programs in Associate of Arts, Associate of Business, Associate of Science, and Associate in Applied Science for Criminal Justice. Workforce Education Programs, including Accounting, Addiction Studies Program, General Business, Criminal Justice, Early Childhood Education, Medical Laboratory Technology, Nursing, and Nursing Assistant. Also offered are ESL and Transitional Studies programs.

Questions for consideration for additional locations and branch campuses

1. Is the location adequately staffed to serve its intended purpose for student access and support? This support may include faculty and/or staff.

Both students and staff on the Omak campus report that Omak is understaffed and lacks sufficient resources to support students. They report that students are often directed to the main campus for cashier services, registration, and textbooks, but are regularly turned away there and told to work directly with the Omak campus. When a staff member is out, systems are not in place to support that position, and those services become inaccessible until the staff member returns. Administration reports that there are six student support positions plus a dean position dedicated to support the Omak campus which has 11% of WVC enrollment (432 students). Those student support positions include: a one-stop customer service support position, financial aid position, Running Start navigator, student life (vacant), ½ time student life, and 1.5 FTE for library support. In addition, the Wenatchee campus faculty counselors are on Omak campus two days per week in person. This evaluation found that positions are often left unfilled and that communication for filling roles is unclear. Further, the dean of the Omak campus does not appear to fill support capacity roles nor have the authority or training to do so. The offices would have had to close during the forums held at the Omak campus, except that the vice president who had driven the evaluators to campus was able to staff the desk. Lastly, there appears to be some questions around how many students are actually served by the Omak campus, as the Omak online students are not tagged as Omak students in the system.

2. If the location is intended to provide an opportunity for students to meet all of their educational needs solely at the location, are the resources and capacity sufficient to meet student needs? If the location is not intended to provide full-service support (e.g., library, advising, financial aid) to students, is it made clear to students what resources are or are not available and how to access necessary resources in other ways?

No, resources are insufficient to support student needs. One textbook per course is provided as reference material at the Omak library, but students report that this is inadequate to meet the needs of the entire student body. The Omak campus is not at capacity to provide full-service support without support from the main campus. However, students, faculty, and staff report that

support from the main campus is unreliable, insufficient, and often provides conflicting or untimely information.

3. Is the location appropriately designated (i.e., branch campus, additional location)?

Omak is considered an additional location.

4. If opportunities to meet with or observe students are available, are students satisfied with their educational access and support at the location?

No, students specifically indicated that they felt siloed and that “Wenatchee Valley College does not care about Omak students.” They stated that their facilities and resources were inferior to those on the main campus. One student stated that they were glad they were graduating and no longer had to deal with these issues. Students, however, were extremely satisfied with the efforts of both faculty and staff at the Omak campus. They unanimously agreed that faculty and staff go above and beyond to make things work despite limited resources.

5. Are faculty and staff working at the location kept informed of and able to participate in institutional matters, as appropriate to their respective roles?

No, faculty and staff agreed with the student perspective that they were treated like a “satellite flying through space alone”. Program changes were implemented without any feedback or discussion with the faculty who would be affected. For example, the Bachelor of Applied Science was cut despite numerous students being enrolled in the program. The decision was made without any input from Omak and had to be rolled back once the main campus realized it was a cohort program with enrolled students who had to complete it. The campus was not aware of any data used in decision-making, and if data was used, it was not shared or communicated. Both staff and faculty explained that during meetings with the main campus, information is provided through the lens of Wenatchee, but they are left to determine how it applies to Omak on their own.

Additional questions for branch campuses- N/A

1. Is there a designated administrative lead with the authority to make key decisions in a timely manner, including budget and hiring decisions?

Faculty and staff expressed concern that they were direct reports to employees at the main campus, and this meant varying levels of inclusion (supervisor-dependent). They felt they could express their concerns to the Dean at Omak, but that he lacked the authority to make any decisions for the campus. There is no system in place to ensure effective leadership and decision-making authority.

2. Does the branch campus have its own faculty and staff?

N/A

3. Does the branch campus have its own budget with localized authority on budget decisions?

N/A

Note: Institutions may use the term “branch campus” colloquially regardless of formal designation in NWCCU records. But, if the institution has identified the site as a branch campus in NWCCU records,

then the answers to these three questions need to be “yes”. If they are not, the report should indicate that there is a problem with the site meeting the definition of a branch campus.

For newly established branch campuses undergoing a site review following a substantive change approval

1. Does the campus have clearly defined academic controls?
2. Does the campus have a plan for regular evaluation of the branch campus?
3. Does the campus have adequate faculty, facilities, resources, and academic and student support systems?
4. Does the campus have adequate finances?
5. Does the campus have long-range plans for potential expansion?



April 20, 2026

RE: Spring 2026 Third-Party Comments – Wenatchee Valley College

Dear Mrs. Brenda Hanson,

We appreciate the opportunity to provide a written response to the third-party comments submitted by Mr. David Lanfor. WVC takes all comments and complaints seriously and therefore we have compiled the responses below to address the comments that Mr. Lanfor provided to NWCCU.

In regard to Response #7318, concerning internal operations, administrative conduct, and institutional culture, I am actively working with our leadership team, faculty, staff, and students to rebuild trust and repair relationships across the college. I acknowledge that this work will take time and remain confident that our faculty and staff are committed to making Wenatchee Valley College a better place to work, teach, and learn. To support this effort, in 2026, the college implemented a new procedure whereby complaints involving cabinet members are investigated by a third party. This approach is intended to mitigate perceptions of bias, enhance transparency and accountability, and ensure a more neutral and equitable process.

The college has also made a concerted effort to address harassment concerns and strengthen Human Resources processes. In Fall 2024, Lisa Harger was hired as Interim Executive Director of Human Resources with additional responsibility for Title IX investigations and now serves as Vice President of Organizational Culture & Engagement. Since her arrival, Human Resources has developed a comprehensive training program for all employees. In 2024, HR also conducted listening sessions with faculty and staff, using that feedback to inform future training initiatives.

Human Resources has implemented a structured training schedule for administrators and supervisors to improve communication and ensure that complaints and grievances are handled consistently, fairly, and in a timely and ethical manner. Training topics include:

- Conflict resolution
- Mandatory supervisor training
- Preventing bullying and harassment
- Inclusive communication in the workplace
- How to file a complaint or grievance

The initial round of trainings in 2024 were held in person. The Fall 2025 sessions reached capacity within the first week of registration and are continuing throughout the academic year. These sessions have fostered open dialogue and created opportunities for employees to share feedback. While this engagement

B-1

is a positive indicator of progress, it also underscores the ongoing need for continued healing and climate improvement.

Additionally, the Collaborative Oversight Forum (COF), established in Fall 2024, brings faculty and staff together to advance a more transparent, inclusive, and equitable decision-making culture. The group meets monthly and is currently developing an internal communications plan informed by results from the PACE Survey. In mid-March, COF presented its framework to the college's leadership team and requested support. The framework for the internal communications plan was shared with faculty and staff at an all-district meeting in early April.

Beyond this work, COF has introduced the Campus Thought Box, which allows faculty and staff to provide ideas and feedback on improving workplace culture and rebuilding trust. COF also recommended that the President's Office host "Colleague Connections," monthly informal gatherings that provide opportunities for faculty and staff to connect, build relationships, and strengthen community.

In regard to Response #7319, concerning allegations of enrollment restrictions, including registration blocks, the college has addressed these concerns directly with Mr. Lanfor. Mr. Lanfor was provided with clear options, offered multiple avenues for resolution, and invited to meet with more than one designated staff member. Unfortunately, he did not pursue these opportunities and declined to engage in the proposed resolution processes.

Wenatchee Valley College remains committed to transparency, equitable treatment, and full compliance with federal and institutional standards. We respectfully assert that Mr. Lanfor was treated fairly, afforded due process, and provided with multiple opportunities to address his concerns through appropriate college channels.

In the interest of transparency, Mr. Lanfor became a student in the fall of 2021, and since that time has submitted a total of 109 public records requests, including 67 requests between January 2026 and the present.

Wenatchee Valley College remains steadfast in its commitment to continuous improvement, guided by its mission and vision to serve students and the broader community with integrity, equity, and excellence. The college is dedicated to fostering a culture of accountability, transparency, and respect, while strengthening systems and relationships that support student success and employee engagement. Through ongoing reflection, collaboration, and action, WVC will continue to build a more inclusive, responsive, and thriving institutional environment for all. Please let me know if you need any additional information.

Sincerely,



Faimous Harrison, PhD.
President