

Board of Trustees

District No. 15

Meeting Notice

November 15, 2022

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

OUR MISSION

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



Wenatchee Valley College Board of Trustees November 15, 2023

Work Session	10:00 am	Allen Hazel Burnett – 401/402 https://wvc.zoom.us/j/81653813461
Regular Meeting	2:00 pm	Allen Hazel Burnett – 401/402 https://wvc.zoom.us/j/85485160089

WORK SESSION AGENDA

10:00 am COMMUNICATIONS

10:05 REPORT FROM TRUSTEES

- ACT Fall Conference: Nov. 16-17, Seatac
 - Attending: Dr. Harrison, Wilma & Paula (ACT Presenter)
- National Legislative Summit: Feb. 4-7, Washington, DC
 - Early bird registration deadline: 12/13/23

10:10 CABINET REPORTS

- ASPIRE: Dr. Cynthia Requa 1
- Enrollment Management & Community Partnerships: Pedro Navarrete 3
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 - a. Financial Report
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- Instruction: Dr. Tod Treat 76
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11:00 PRESIDENTS UPDATE

- State funding allocation model 11

12:00 pm LUNCH

12:30 POST-TENURE REPORT

- Cameron Painter 55

12:50 OMAK FOUNDATION UPDATE

- Jennifer Short, Foundation Treasurer 61

1:05 LEADERSHIP DEVELOPMENT

- MESA Program Presentation

1:50 BOARD MEETING AGENDA REVIEW

2:00 pm ADJOURN

REGULAR MEETING AGENDA

CALL TO ORDER

LAND ACKNOWLEDGEMENT

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- 10. Dr. Diana Garza, Vice President of Student Affairs..... 79
- 11. Dr. Faimous Harrison, President

PUBLIC COMMENT

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

ADJOURNMENT

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

ASPIRE

Dr. Cynthia Requa, Executive Director

Assessment

We are currently working with a small group of faculty from Math, Biology, Psych, English, Automotive, and Nursing on heat maps for learning outcomes. The heat is color-coded per learning outcome type to convey story and density.

Course Number	Problem Solving				Communication			Social Interaction				Inquiry			Total
	1A: Critical Thinking	1B: Creative Thinking	1C: Quantitative Reasoning	1D: Qualitative Reasoning	2A: Oral Expression	2B: Written Expression	2C: Artistic Expression	3A: Collaboration	3B: Ethical Conduct	3C: Professional Conduct	3D: Cultural Diversity	4A: Information Literacy	4B: Research	4C: Documentation	
90	X	X	X			X									5
92	X	X	X	X	X	X									7
93	X	X	X												4
98	X	X	X		X										5
99	X	X	X	X											5
100	X	X	X		X	X	X	X							8
101	X		X			X									4
107	X		X			X									4
140	X	X	X	X											5
141	X	X	X	X											5
142	X	X	X												4
146	X		X												3
148	X	X	X	X											5
151	X	X	X	X											5
152	X	X	X	X											5
153	X	X	X	X											5
171	X	X	X		X	X						X	X		8
172	X	X	X		X	X	X					X	X		9
173	X	X	X	X	X	X						X	X		9
195	X	X	X		X	X						X	X		8
200	X	X	X												4
211	X	X	X												4
238	X	X	X	X		X									6
254	X	X	X	X											5
	24	21	24	11	7	10	2	1	0	0	0	4	4	0	132

Figure 1-Learning Outcomes Heat Map: Math

The pilot working group will continue to refine this as a Train-the-Trainer model with future brown-bag sessions open to all faculty to work with this group of faculty coaches.

Strategic Plan Listening Sessions

Employee: The Strategic Plan Listening Sessions for employees are 71% scheduled; 61% completed. Additionally, leadership team sessions have been scheduled with SALT.

Community Sessions: Response from the community has been enthusiastic with contributions from

- Carelon
- Chelan School District
- Chelan Rotary
- Economic Alliance
- Mason School District
- Okanogan County Community Action Council
- WorkSource Okanogan
- WVC Foundation
- WVC Omak Foundation

Institutional Research

- Federal Reporting: Integrated Postsecondary Education Data Systems (IPEDS)
 - Institutional Characteristics Header (IC Header)
 - Institutional Characteristics (IC): Mission; Types of Services; Cost of Attendance
 - Completions (C): Awards (certificates and degrees) Granted during 2022-23
 - 12-Month Enrollment: 12-Month Unduplicated Count; Instructional Activity
- State & Grant Reporting
 - CAMP
 - Mental Health
 - SBCTC Field Guide: highest enrolled programs for 2022-23
 - Associate in Arts and Science
 - Nursing
 - Early Childhood Education
 - Medical Assistant
 - Business
 - Agriculture
 - Radiologic Technology
 - Automotive Technology
- National Student Clearinghouse
 - Annual comprehensive data match
- Area Plan
 - Business
 - Early Childhood Education
- Surveys
 - Fall & Prospective Students Surveys prepared for administration
- Dashboards in Development
 - Student Demographics
 - Program Review

Enrollment Management & Community Partnerships

Pedro Navarrete, Associate Vice-President

AACRAO – Strategic Enrollment Management Conference

- AACRAO is the international association focused on supporting enrollment and academic services in higher education. The mission of AACRAO advances and supports a richly diverse, globally interconnected community of higher education professionals as well as the institutions, organizations, and learners they serve through its resources, leadership, and advocacy.
- The 2023 global Strategic Enrollment Management conference is being held in Seattle, Washington. WVC organized a team of three individuals to attend the conference with the intention of developing an institutional plan of action. The team attending included WVC President, AVP of Enrollment Management & Community Partnerships, and the Director of Enrollment Services.

Outreach Events

- The outreach team has been visiting schools but also providing on campus tours. We have had schools as far away as Prosser high school invite WVC to visit with prospective students. A very special shoutout to Karina Mendoza-Flores, Outreach & Recruitment Coordinator, who has helped organize and/or supported many of the off-campus visits and on campus tours. Below are some off campus events that engaged prospective students and their families.

10/18/2023 Okanogan County College Expo

10/20/2023 Prosser High College Fair

10/28/2023 WVC Baseball Camp

11/2/2023 Cashmere High Tabling

11/3/2023 Cashmere High Tabling

- We are now keeping a log of all activities being conducted for outreach and recruitment to inform future strategies. The log will include the number of contacts or participants depending on the type of activity as well as if it was on or off campus. As we record more information the data can be used to better understand how to leverage existing resources.

Campus Digital Outreach Information Form

- A lot of outreach is taking place beyond what is being conducted by our outreach staff. For example, faculty host groups interested in their programs from middle school students to community stakeholders. To collect information and keep records of the many outreach events taking place we are developing a digital form that will be shared campus wide. Individuals that may be setting up an event will be able to submit the form before or after the event; if submitted prior to the event the outreach team could potentially help with support or requests for swag. By collecting this information, we will be able to better support WVC prospectives as

a team but also review the data to determine how we can better utilize resources as well as avoid the duplication of efforts.

Omak Forum & Visit

- AVP was able to visit the Omak campus for the first time on November 2 to meet with campus and the local superintendent. The staff, faculty, and students provided valuable insight on current EMCP successes and challenges. Several faculty shared the excitement of having more students on campus but still needing to reestablish targeted outreach in the area.

Partnerships

- The focus at the moment is to reach out to local superintendents with the intention of establishing networks and understanding the unique challenges they are facing within their school districts. Some superintendents have shared an interest in wanting to expand College in the High School and CTE offerings as well as exploring opportunities for high school students to complete an internship in a career field in the hope of helping them develop a long-term plan.
- Faculty have continued to share in meetings potential community connections they have already established that could be cultivated. Café and NCW Tech Alliance are just two of the group's faculty have shared as EMCP support for current and future activities taking place at WVC.

Diversity, Equity, Climate, Culture & Belonging

Joe Eubanks, Executive Director

I am pleased to present this report on our ongoing pursuit of inclusive excellence at Wenatchee Valley College. Our commitment to equity, diversity, inclusion and belonging has been central to our institution's mission and values, and we have made significant strides in this direction. In this report, we will discuss our equity statement on the employment page, our efforts to streamline information through an intranet, and my upcoming participation in the Washington State Board for Community and Technical Colleges Diversity Equity Officers Commission Retreat.

Equity Statement on Employment Page: Wenatchee Valley College has taken significant steps to enhance our commitment to equity in employment. One noteworthy initiative is the implementation of an Equity Statement on our employment page. This statement serves as a powerful reminder of our dedication to promoting equal opportunities and addressing systemic disparities. The statement outlines our commitment to hiring, promoting, and retaining a diverse workforce, ensuring that every employee is treated with fairness and respect, and fostering a work environment that values and respects the unique contributions of everyone.

Intranet for Streamlined Information: To facilitate communication and information dissemination related to our pursuit of inclusive excellence, we are developing an intranet system. This intranet will serve as a centralized hub for sharing resources, updates, and initiatives related to diversity, equity, inclusion and belonging. It will enable all members of the Wenatchee Valley College community to access critical information, training materials, and best practices in a user-friendly and efficient manner.

The intranet will include:

- Resources on diversity, equity, and inclusion best practices.
- Updates on institutional diversity initiatives and progress reports.
- Training and development opportunities related to inclusive excellence.
- A platform for feedback and reporting of incidents related to equity and discrimination.
- A calendar of events, workshops, and seminars related to diversity and inclusion.

This intranet not only streamlines information but also serves as a vital tool for fostering a culture of inclusivity across our campus. The intranet portal will also address numerous communication holes between different levels of our college.

Washington State Board for Community and Technical Colleges Diversity Equity Officers Commission Retreat: I have the privilege of representing Wenatchee Valley College at the Washington State Board for Community and Technical Colleges Diversity Equity Officers Commission Retreat. This event will bring together leaders from various institutions to discuss and collaborate on advancing diversity, equity, inclusion and belonging in higher education. The knowledge and **insights** from this retreat will be invaluable in shaping our strategies and initiatives moving forward.

During the retreat, I plan on engaging in meaningful conversations, networking with peers, and learning about best practices in promoting equity and inclusion. Also, I will have the opportunity to exchange ideas on how to create inclusive learning environments and improve diversity in our faculty and staff.

As we continue to pursue inclusive excellence at Wenatchee Valley College, the insights from the retreat and our commitment to our equity statement on the employment page, alongside the implementation of the intranet, will play a pivotal role in fostering a welcoming and inclusive community for all students, faculty, and staff.

In conclusion, our efforts to advance inclusive excellence are a testament to our commitment to ensuring that Wenatchee Valley College is a place where diversity is not only celebrated but embedded in our culture. I am excited about the progress we have made and look forward to further initiatives that will strengthen our commitment to diversity, equity, inclusion and belonging in the coming years.

Human Resources

Reagan Bellamy, Executive Director

In October the Human Resources department launched the all-staff employee Q&A sessions and the monthly supervisor training. He had 37 supervisors attend the mandatory training. Both sessions were successful and we received feedback on topics staff would like to receive training on.

The next Q&A and training session will be on November 17, 2023 and the topic will be WPEA CBA changes and Labor Relations 101, with trainer Jenny Sheehan, Labor Negotiator Office of Financial Management.

Open Recruitments (as of 11.9.23) –

Instruction & Classroom Support Tech 1 – Allied Health

Research & Analytics Associate – ASPIRE

Nursing Faculty – Allied Health

Director of Student Life, Leadership and Development – Student Affairs

TRIO Program Assistant – TRIO

Executive Assistant to the Vice President of Student Affairs – Student Affairs

Public Information

Jennifer Korfiatis, Interim Executive Director

Thank you for the opportunity to report on several key initiatives, and a few challenges, from the Public Information Office. While there are currently 99 projects in process within the department, I am pleased to provide an update on the following:

Compliance: I have been working to bring WVC into compliance with public records request mandates. As such, we have entered into an agreement with a third-party vendor, Archive Social, to archive our online content with a frequency that meets compliance requirements.

The first step of this project is to identify every existing WVC social media feed. Feeds have been created across platforms by various departments and teams over the years, and there has not historically been an archived list of these feeds, or the credentials to access them. WVC adopted a social media procedure that states that departments with, or wishing to create, social media feeds must share credentials with the PIO office to allow for archiving and analytics. This also creates redundancy and ensures that the feed is still accessible if/when staff change. To date, we have identified the following:

- Facebook pages: 14
- Instagram feeds: 28
- Instagram tags: 13
- Hashtags: 4
- Twitter (X) feeds: 6
- YouTube channels: 9

I am in the process of working with the various departments and teams to gain access to the feeds so that they can be tracked and archived to ensure compliance.

Website analytics: In the month of October, WVC.edu reports the following analytics:

Number of users: 24,614

Number of new users: 23,709

Top pages:

- Wvc.edu (38K hits)
- Search (5700 hits)
- Areas of study (4879 hits)
- MyWVC/ctcLink Resources (1579 hits)
- Apply for admission (1537 hits)

Top geography:

- Wenatchee
- Seattle
- East Wenatchee

- Omak
- Quincy

Additional analytics are available upon request.

Social media analytics: The PIO department has entered into a contract with a third-party vendor, Sprout Social, to track and report social media analytics. Every WVC page/feed for which we have credentials is being added to the account to track engagement metrics. This will allow WVC and individual departments to further refine marketing efforts based on the use of this data.

Winter registration campaign: We are finalizing an advertising campaign designed to promote and drive registration for winter quarter. It is expected that this campaign will run from mid-November until the first day of winter quarter.

Brand Compliance: A big focus for the PIO department continues to be campus compliance with brand standards. We continue to work with departments to ensure that internal and external WVC materials are in alignment with the establish brand standards and style guide.

Holiday cards: The PIO office is working on a video holiday greeting card that will be produced using WVC staff, faculty, and students. This will be approximately :30 and produced in English and Spanish, and will be shared on the WVC website, social media and sent via email.

Additionally, we have created a student art contest to design the printed holiday cards. The deadline for submission is 11/22. A committee will convene to select the winning design(s) that will be printed and shared as the 2023 WVC holiday card. Every art class has shared this opportunity with students, and several have assigned it as a project.

Promotional Items: The PIO team is brainstorming ideas for WVC promotional items (swag). The following target demographics have been identified:

- K-12 students in NCW
- Prospective, incoming, and current students
- Dignitaries, donors, partners, community members

We are creating a list of possible items for review and will place orders accordingly.

Staffing: The current PIO team is as follows:

- Jennifer Korfiatis, Interim Executive Director of Communications, Marketing and Media Relations
Part-time
PIO duties scheduled around teaching responsibilities
- Sarah Buman, graphic and web design
Full-time
- Theresa Taylor, Copywriter
.5 FTE
PIO duties scheduled around teaching responsibilities; will become full-time in January 2024
- Lisa DeVera, Service Center Manager
.25 FTE
Supports the workflow and billing/invoicing for PIO

- Maria Adams, Athletics
.25 FTE

Serves as WVC outreach in addition to coaching duties

The PIO department uses a project management program called Monday.com that allows us to log and track every project that comes into the department. Every team member uses this software, which creates shared understanding and redundancy. Currently, as of 11/6/23, there are 99 active projects.

The PIO team needs additional support. The addition of 2 team members would be optimal as follows:

1.0 FTE- project manager and coordinator, junior graphic designer

1.0 FTE- website manager

ALLOCATION MODEL REVIEW (ARM) COMMITTEE

Committee:	Allocation Model Review Committee
Term of Service:	2023-24 and ongoing until project completion
Chair/Co-chairs:	Ivan Harrell/Chad Hickox
Committee reports to:	Operating Budget Committee (OBC)
Committee Members:	Ivan Harrell, Co-Chair, TCC (WACTC) Chad Hickox, Co-Chair, WWCC (WACTC) Choi Halladay, (SBCTC) Carli Schiffner, GHC (WACTC) Stephanie Winner, (SBCTC) Jim Lemerond, BTC (WACTC) Kevin Brockbank, CCS (WACTC) Chemene Crawford, EvCC (WACTC) Faimous Harrison, WVC (WACTC) Teresa Holland-Rich, YVC (BAC) Eduardo Rodriguez, CBC (BAC) Jacob Jackson, RTC (BAC) Jennifer Wade, OC (DEOC) Peter Lortz, NSC (IC) Dave Pelkey, SPSCC (WSSSC) Victoria Ichungwa, TCC (RPC)

OBJECTIVE

The Allocation Model Review Committee is charged with investigating, analyzing, and making recommendations on proposed changes to the current allocation model. Recommendations should align with the overall charge of the committee and in alignment with established guiding principles.

GUIDING PRINCIPLES

(Based on recommendations of the WACTC Equity Committee)

- Prioritize State Board vision of *leading with racial equity*
- Be stable and predictable, *in order to minimize harm to students whose colleges may be disproportionately impacted*
- Be understandable; use *“plain talk”* so that all constituencies can access the model
- Treat all colleges consistently and equitably, *in order to minimize harm to students*
- Recognize the interdependence of the colleges while allowing for individual college needs, *so that students who attend any specific college or type of college are not disproportionately impacted*
- Allow for flexibility in the use of designated funds, *so that colleges can adapt to best serve their students and communities*
- Achieve an appropriate balance between access/ enrollment & performance/student outcomes, *so that students are not disadvantaged by a cost model that only addresses access, retention, or completion*
- Continue to right-size enrollment averages, *so that funding more closely meets the current-day needs of communities*

ORGANIZATION OF THE WORK

The committee has the overall responsibility of determining final recommendations to be presented to WACTC. Subcommittees will be developed. Each subcommittee will be tasked with developing recommendations for specific parts of the allocation model. The work of the subcommittees will be brought together to be evaluated by the entire committee.

- The committee will be chaired by two presidents, Ivan Harrell (TCC) and Chad Hickox (WWCC). Each subcommittee will be chaired by a member of the AMR committee.
- The chairs of each subcommittee will be responsible for coordinating with committee co-chairs Ivan Harrell and Chad Hickox, subcommittee chairs/co-chairs, and SBCTC staff as needed.
- To facilitate cross-committee sharing of information and collaboration, Dr. Chad Hickox will attend as many subcommittee meetings as possible.
- At all committee and subcommittee meetings, members are expected to create a collegial and equitable working environment in which the expertise and contributions of all members are valued equally, regardless of position or relative standing.

SUBCOMMITTEE MEMBERSHIP & FUNCTION

- Each subcommittee will have a chair and members self-selected and self-organized based on the interests and expertise of the members.
- Subcommittees are encouraged to bring in other experts as needed and to research models from other states and systems.
- Subcommittees shall meet separately, reporting back to the Committee as appropriate.

MEETINGS

The chairs/co-chairs of both the committee and the subcommittees are responsible for all leadership activities including calling meetings, setting agendas, conducting meetings, and reporting recommendations.

- AMR Committee will meet monthly.
- Subcommittees will meet as frequently as needed; monthly at a minimum.

DECISION-MAKING

The subcommittees are responsible for reporting their analysis and recommendations to the ARC Committee regularly for discussion by the committee as a whole, as needed. The Committee is responsible for reporting recommendations to OBC. OBC will make final decisions on recommendations that will be presented for discussion and final approval by WACTC.

OVERALL COMMITTEE CHARGE

(Including Research Questions with Equity Recommendations)

- **Allocation Model Review Committee as a Whole**
 - Equity Principle: Ensure that allocations reflect actual needs
 - Equity Principle: Ensure that students are being charged equitably, regardless of part- or full-time enrollment.
 - Equity Principle: Partner with impacted stakeholders in decision-making.
 - Suggestions for Review

- Analyze the possibility of changing “size” based distributions to headcount or hybrid FTE/Headcount
- Is the model right-sizing enrollment funding?
- Does the model work equally well in periods of over-enrollment and under-enrollment?
- How much variation between actual enrollments and annual targets (DEAB) is allowable?
- At what point is quantitative easing enacted (i.e. “smoothing” the formula)?
 - Note: To be considered by the entire committee after the process, including whether the question itself presupposes certain commitments that may not be relevant after the process has occurred.
- Is the model working for colleges of different size and mission mix (i.e. large vs. small colleges, technical colleges vs. comprehensive community colleges)?
- Review equity impacts of the current policy of reducing per-credit tuition for 11-15 credits and analyze the possibility of changing the tuition structure.
- Look at the input mechanism for system budget request priorities; clarify the commission/WACTC relationships and responsibilities

SUBCOMMITTEE CHARGES

(Including Research Questions with Equity Recommendations)

- **Minimum Operating Allocation (MOA) subcommittee**
 - Equity Principle: Ensure that the MOA is sufficient for all colleges to advance equitable student outcomes work.
 - Suggestions for Review
 - Amount: consider inflation and what elements are now minimum operating requirements (i.e. Equity Officers)
 - Define specific functions of MOA and review from an equity mindset.
 - Is \$2.85M the right amount for the minimum operating allocation?
- **Performance Funding (SAI)**
 - Equity Principle: Ensure all elements of the allocation have an equitable impact on student success.
 - Suggestions for Review
 - Review SAI in the context of other model changes
 - Given changes such as Guided Pathways, is SAI still relevant?
 - Is SAI still valuable? Is this still representative of what performance funding is supposed to be?
 - Note: The subcommittee should make recommendations on the inclusion of SAI or some other form of performance funding in the model. The subcommittee should not provide recommendations regarding the specifics of SAI, such as the model itself.

- **Weighted Priority Enrollment**
 - Equity Principle: Ensure that allocations reflect actual needs.
 - Suggestions for Review
 - Enhancements for BAS/ABE/ESL: Are they adequate for today's demographics/operations? Are they needed?
 - Update Skills Gap CIPs
 - Should weighted enrollments, if kept, be based on FTE, headcount, or a mixture of both?

- **District Enrollment Allocation Base (DEAB)**
 - Equity Principle: Reduce inequitable advantages for those colleges better positioned to serve international students.
 - Suggestions for Review
 - Should include research/recommendations regarding international students and corporate/continuing education.
 - Should enrollments be based on FTE, headcount, or a mixture of both?
 - Should we continue to allow the counting of international students? And if so, is our current 2% policy appropriate? And how should that policy be implemented annually?

- **Earmarks of the State Board/Compensation, M&O Earmarks**
 - Equity Principle: Provide the flexibility for colleges to prioritize equity based on the needs of their students.
 - Equity Principle: Ensure that allocations reflect actual needs.
 - Suggestions for Review
 - Examine reporting outcomes rather than accounting for money
 - Examine distribution formulas based on services rendered rather than the size of the institution
 - Review how COLAS are allocated, employee profiles (Percent of workforce in Faculty/Staff categories)
 - Guided Pathways: Should enrollments be based on FTE, headcount, or a mixture of both?

NOTES

- **State Board, Central Services, Reserves:** There is no work for the committee on this part of the allocation model. Paul Francis will give a presentation regarding this at an upcoming WACTC Meeting.
- **Legislative Budget Provisos:** This is no work for the committee on this part of the allocation model, as provisos are designated for a very specific purpose.

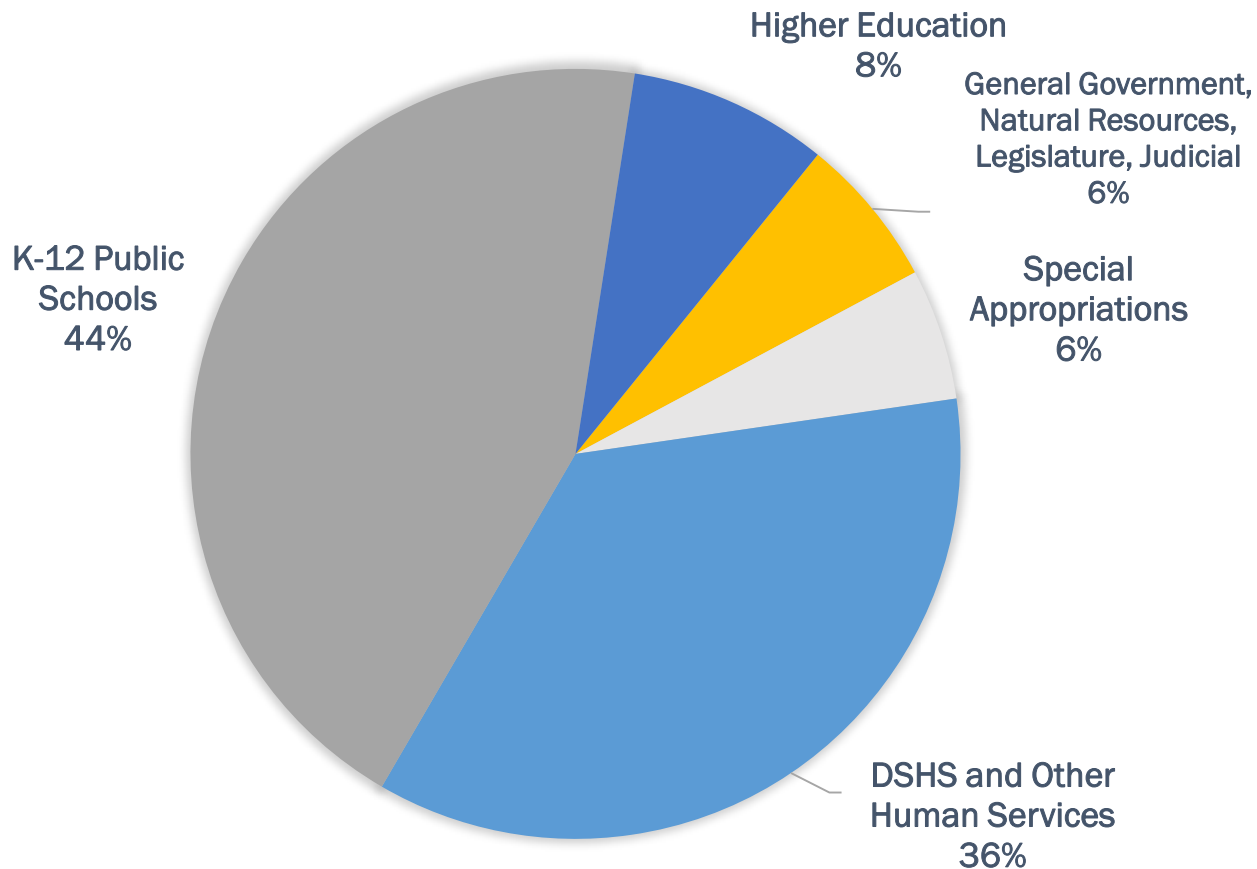


OPERATING BUDGET & ALLOCATION OVERVIEW

STATE OPERATING BUDGET

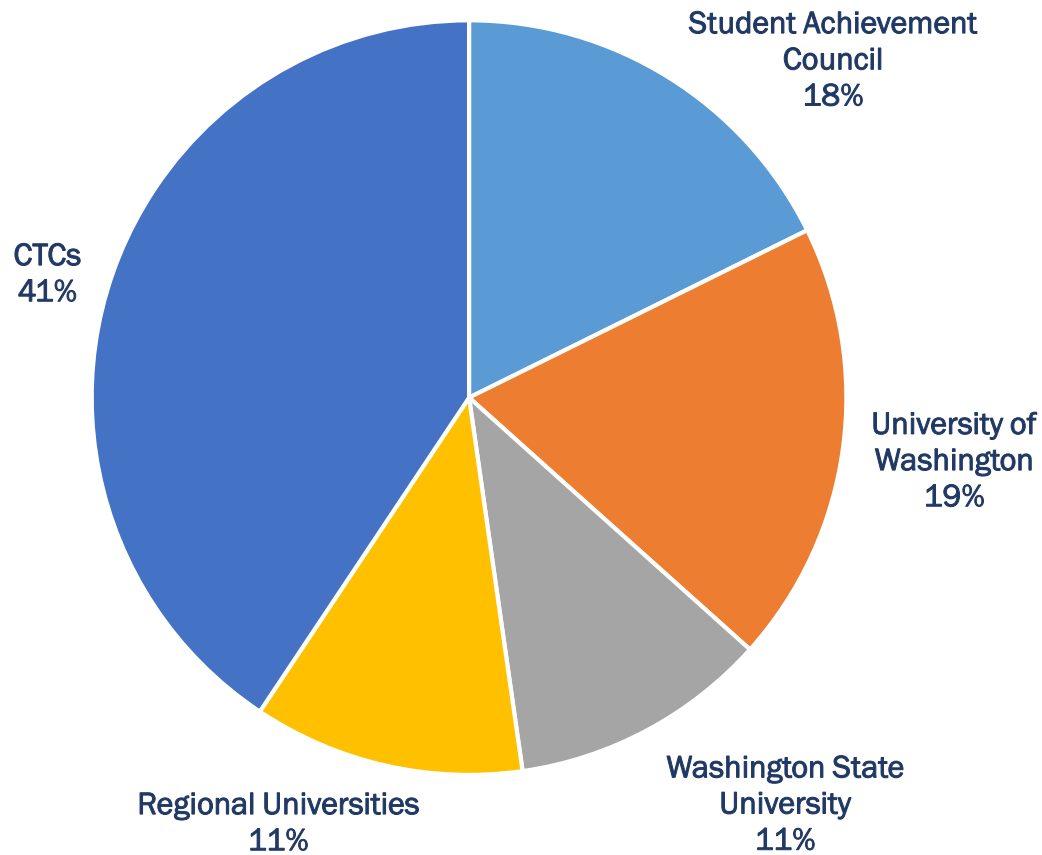
HIGHER EDUCATION WITHIN THE STATE OPERATING BUDGET

2023-25 BIENNIAL BUDGET



\$70 Billion

STATE FUNDING FOR HIGHER EDUCATION 2023-25 BIENNIAL



\$5.8 Billion

ALLOCATION MODEL

CATEGORIES OF FUNDING

	Allocation Model Component	Percentage of All State Funds
Within Allocation Model	Minimum Operating Allocation (MOA)	8%
	Performance Funding - Student Achievement Initiative (SAI)	5%
	Weighted/Priority Enrollment FTE	4%
	District Enrollment Allocation Base (DEAB)	40%
Outside the Allocation Model	Safe Harbor	
	Legislative Budget Provisos	22%
	Earmarks of the State Board	5%
	Compensation, M&O Earmarks	12%
	State Board, Central Services, Reserves	4%

What is SAFE HARBOR?

Title	Notes
Budget Provisos	<p>Directs funding to purposes identified in the budget bill.</p> <pre> 12 (1) \$33,261,000 of the general fund—state appropriation for 13 fiscal year 2022 and \$33,261,000 of the general fund—state 14 appropriation for fiscal year 2023 are provided solely as special 15 funds for training and related support services, including financial 16 aid, as specified in RCW 28C.04.390. Funding is provided to support 17 at least 7,170 full-time equivalent students in fiscal year 2022 and 18 at least 7,170 full-time equivalent students in fiscal year 2023. </pre>
Outside Allocation Model Earmarks of the State Board	<p>Funds identified by the State Board for specific purposes, usually former provisos with continuing statutory obligations. Examples: Opportunity Grant, COP debt service, aerospace FTE, Centers of Excellence, Workforce Development projects, and more.</p>
Compensation M&O Earmarks	<p>Funds for salary increases, benefit rate changes, pensions and maintenance and operations are held in safe harbor for four years (two biennia). These funds are distributed to districts based on their share of actual expenditures. Illustration on next slide.</p>

KEY FEATURES OF THE MODEL

FIRST IMPLEMENTED IN 2016

- ✓ District enrollment targets were established to allow “dollars to follow the students.” Targets were based on three-year average state enrollments. Later, formula was “smoothed” so that targets are frozen when all colleges are under target.
- ✓ Includes 5% for performance funding, the Student Achievement Initiative.
- ✓ A Minimum Operating Allocation to each college.
- ✓ Priority enrollment incentive for:
 1. Basic Education for Adults
 2. Upper division applied baccalaureate courses
 3. STEM courses
 4. Skills gap courses

MINIMUM OPERATING ALLOCATION

- Minimum amount for operations - \$2.85 million annually per campus.
- Number of Campuses: Seattle 3, Spokane 2, Pierce 2, Others 1
- System total of \$96 million ($\2.85×34) includes \$11.4 million in capital funding.

PERFORMANCE FUNDING: THE STUDENT ACHIEVEMENT INITIATIVE (SAI)

- Designed in 1990s to improve public accountability.
- State Board policy to allocate 5% based on SAI metrics.
- The categories of achievement measures are:
 - Building towards college-level skills (basic skills gains and transitioning from precollege coursework into college-level).
 - First year retention (earning 15 then 30 college-level credits).
 - Second year retention and becoming workforce or transfer ready (45 college credits).
 - Completing college-level math and English/writing.
 - Completions (degrees, high-value certificates, apprenticeship training).
- SAI Points Dashboard: <https://www.sbctc.edu/colleges-staff/research/data-public/sai3-points-summary-dashboard>

WEIGHTED / PRIORITY ENROLLMENTS

- Four enrollment categories receive an additional weight of .3 per student FTE:
 1. Adult Basic Education
 2. STEM
 3. Upper-level BAS
 4. Skills Gap
- STEM and Skills Gap CIP codes and course lists are available in Allocation Monitoring Reports:
<https://www.sbctc.edu/colleges-staff/research/annual-reports-archive/enrollment>
- Skills Gap CIP code list is based on a 10-year old report.

DISTRICT ENROLLMENT ALLOCATION BASE (DEAB) OR ENROLLMENT TARGET

- The largest share of the allocation (40% or \$460M) in FY 24.
- Originally devised to let the “money follow the students” based on rolling three-year average of state FTE, excluding earmarked enrollments. Headcount does not factor into formula.
- Each district’s target is a share of the system’s base target (130,981).
- Effectively frozen in 2020-21, when all colleges were under target.
- Currently, districts are between 5% and 36% below target.
- Details in Allocation Monitoring Reports:
<https://www.sbctc.edu/colleges-staff/research/annual-reports-archive/enrollment>

SYSTEM ENROLLMENT TARGETS

<u>System Proviso & Earmarked State Enrollments</u>	<u>FTE Target</u>
Aerospace Program	1,000
Aerospace Apprenticeships	125
Hospital Employees Education & Training	50
I-BEST	120
University Contracts	160
Worker Retraining	7,600
Total	9,055
System Enrollment Allocation Base Target	130,981
TOTAL SYSTEM ENROLLMENT TARGET	140,036

System enrollment target was included in the operating budget bill for decades. Until late 1990's it was linked to per-student funding. It was removed from budget in 2018, shortly after the current model was adopted.

District Enrollment Allocation Base (DEAB) Calculation

Allocation Monitoring Report
For Academic Year 2022-23

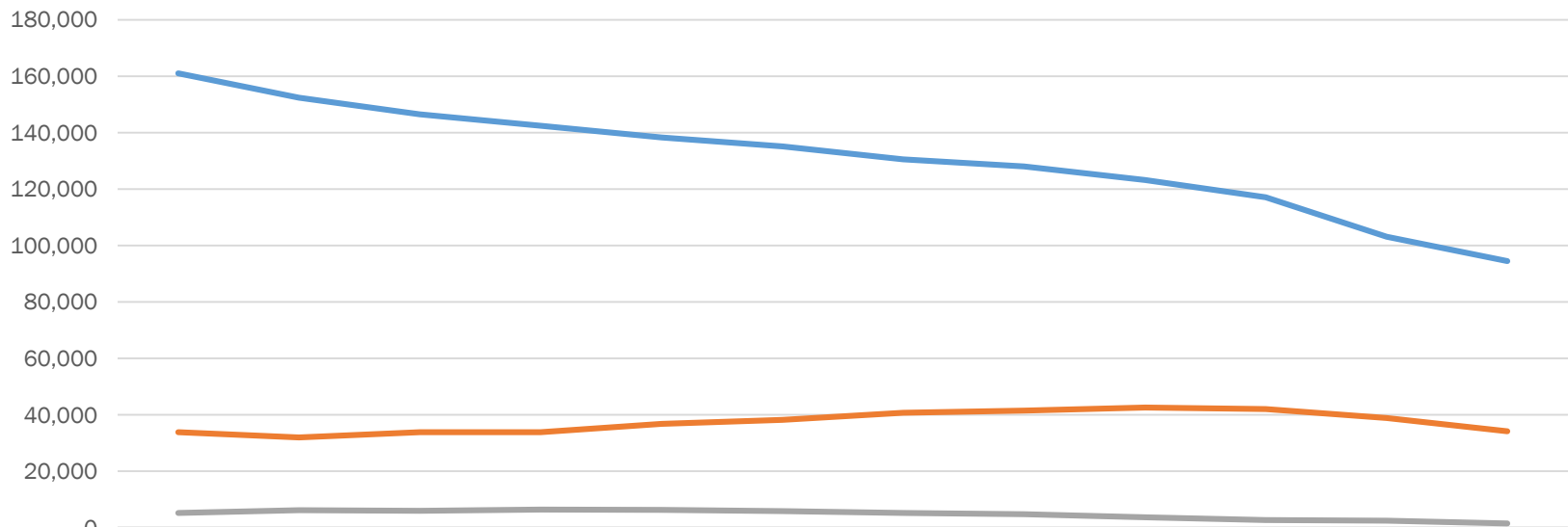
Abbreviated Report

District	3yr average Actual	2022-23 DEAB	change from prior DEAB	% below target
Bates	2,659	3,558	-	-25%
Bellevue	7,136	7,784	-	-8%
Bellingham	1,530	1,846	-	-17%
Big Bend	1,327	1,633	-	-19%
Cascadia	1,495	1,844	-	-19%
Centralia	1,573	1,993	-	-21%
Clark	4,960	7,086	-	-30%
Clover Park	3,178	3,863	-	-18%
Columbia Basin	4,188	4,658	-	-10%
Edmonds	3,917	4,644	-	-16%
Everett	4,563	4,993	-	-9%
Grays Harbor	1,098	1,470	-	-25%
Green River	4,577	4,838	-	-5%
Highline	5,030	5,790	-	-13%
Lake Washington	2,461	2,782	-	-12%
Lower Columbia	2,116	2,692	-	-21%
Olympic	3,982	5,003	-	-20%
Peninsula	1,025	1,514	-	-32%
Pierce	4,633	5,362	-	-14%
Renton	2,819	3,576	-	-21%
Seattle District	10,704	12,997	-	-18%
Shoreline	3,335	4,711	-	-29%
Skagit Valley	3,067	3,692	-	-17%
South Puget Sound	2,981	3,441	-	-13%
Spokane District	9,610	12,449	-	-23%
Tacoma	4,020	5,302	-	-24%
Walla Walla	1,805	2,807	-	-36%
Wenatchee Valley	2,117	2,465	-	-14%
Whatcom	1,889	2,400	-	-21%
Yakima Valley	3,468	3,788	-	-8%
System Total	107,263	130,981	-	-18%

Source: SBCTC Data Warehouse

tdulany
12/29/2022

System Enrollment Trends (FTE) by Fund Source



	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
State	161,081	152,378	146,542	142,459	138,279	135,108	130,577	127,994	123,292	117,118	103,113	94,531
Contract	33,840	32,005	33,813	33,845	36,804	38,255	40,717	41,549	42,640	42,030	38,831	34,161
Student	5,189	6,247	5,975	6,373	6,368	5,834	5,244	4,757	3,720	2,753	2,498	1,481

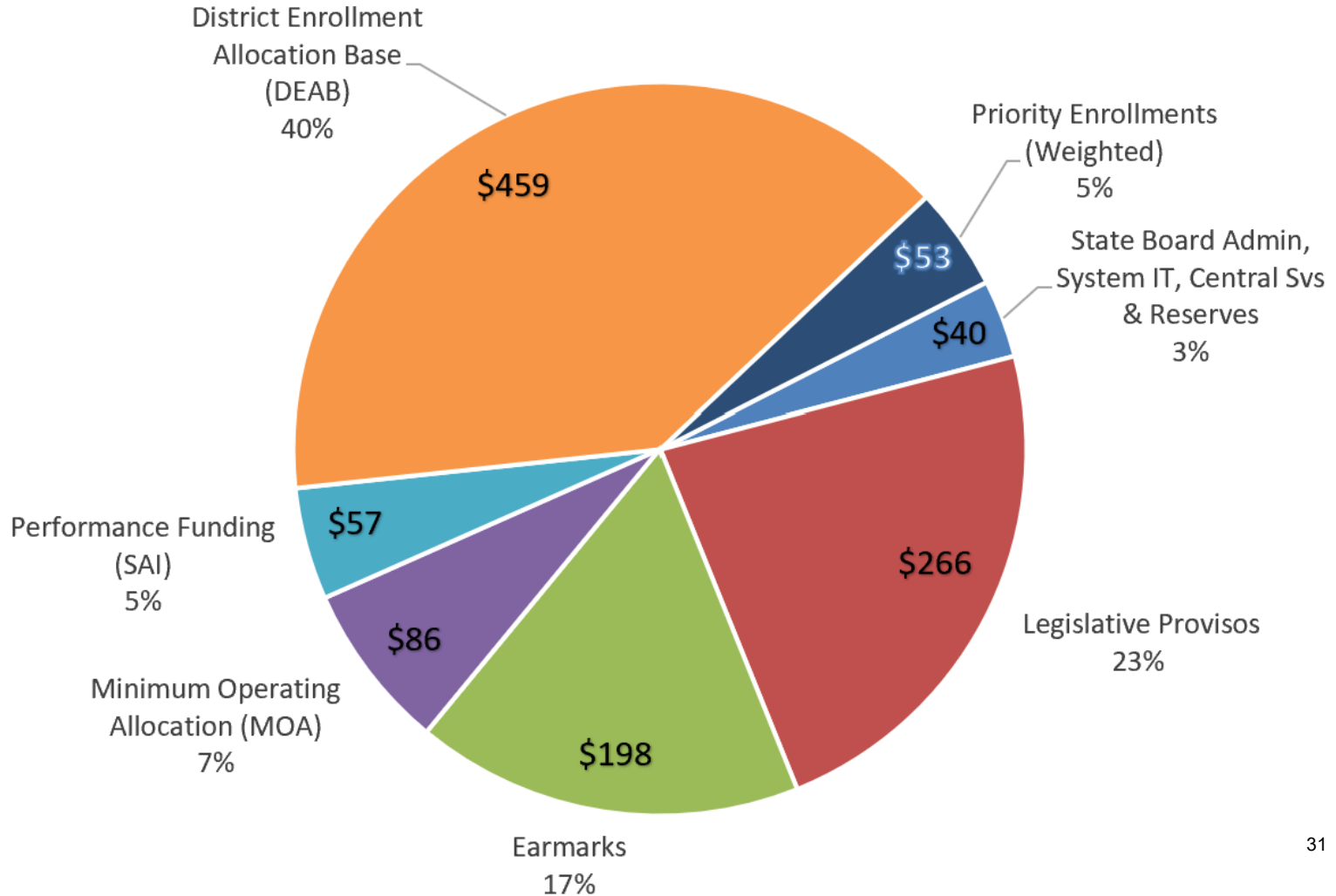
ENROLLMENT COUNTING

- **State-supported** enrollments: Pay tuition and associated fees (or waiver), in courses open to the public
- **Contract-funded** enrollments: costs paid via contract. Running Start, International Contract, Corrections, OSPI funded high school programs (Open Doors, Gateway to College, Drop Out Retrieval)
- **Self- or Student-Supported:** Fee (not tuition) charged to students to cover the cost of the course. Often continuing education and non-credit courses.
- For details, see enrollment guidelines in [SBCTC Policy Manual Chapter 5](#)
- **International** student rule: the number of international students a district can shift to state-funded is limited to 2 percent of the district's enrollment target or the full-time-equivalent students (FTES) needed to reach 100 percent of the district's enrollment target, whichever is less. Non-resident/international tuition and associated fees must be charged.
- Customizable enrollment reports available in SBCTC Enrollment Dashboard: <https://www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard>



2023-24 Operating Budget Allocation

\$ in millions



ALLOCATION TIMING

- Projections (estimates) are provided about 2 weeks after the floor budgets are adopted to help colleges with budget planning.
- WACTC OBC makes recommendations on how new funding should be distributed.
- First allocation of the year is the largest, usually in late June for the fiscal year beginning July 1.
 - Additional funds are allocated after July 1, such as competitive funds, funds that take longer to distribute.
 - Over the course of the year multiple adjustments are made to the original allocation.

QUESTIONS?

Stephanie Winner

Interim Operating Budget Director

(360)704-4328

swinner@sbctc.edu

Choi Halladay

Deputy Executive Director, Business Operations

(360) 704-4303

challaday@sbctc.edu



PRESIDENTS' ACADEMY

Allocation Model Review

Choi Halladay Deputy Executive Director for Business Operations, SBCTC

Stephanie Winner Interim Operating Budget Director, SBCTC

Julie White Chancellor, Pierce College

July 2023

Where We've Been:
Current Allocation Model

Overview of Policy Changes

Equity Committee
Review and Recommendations

Next Steps



WHERE WE'VE BEEN: SAFE HARBOR

BUDGET PROVISOS

- Language in budget bills that places conditions on the use of appropriations by the Legislature

COMPENSATION M&O LEASES

- Includes wage increases, health benefit rate changes, paid family leave and pension rate change
- Compensation funds are distributed based on each district's share of salary or benefit expenditures in the prior fiscal year
- Held in safe harbor for four years

STATE BOARD EARMARKS

- Program or population-specific funds identified by the State Board
- Funds can remain in safe harbor indefinitely

WHERE WE'VE BEEN: LEVERS IN THE MODEL

Minimum Operating Allocation

Currently \$2.85 million per college:

- Seattle (3), Pierce (2), Spokane (2), remaining districts (1).
- Increase means more stability for smaller colleges, but less funds for distribution by enrollment and other metrics.
- Medium-larger colleges benefit less than smaller colleges because less funds remain for distribution based on enrollment.

Performance Funding

Currently 5% of total State Appropriations - \$57 million in FY 24:

- SAI is a model within this model. It has its own review cycle.
- Because of the current “small schools factor” an increase to 10% would significantly increase funds to small colleges and disadvantage larger colleges.

Weighted/ Priority Enrollments

Four enrollment categories receive an additional weight of .3 per FTE:

- Adult Basic Education (30%) – This added value is not nearly enough to offset the lack of tuition.
- STEM (18%) – Almost half of the FTE are in Math 146-152.
- Upper-level BAS (8%) – These course also charge higher tuition.
- Skills Gap (44%) – This priority is meant to help offset the high-cost workforce programs (esp. technical colleges). The CIP code list is very out of date but updating it via workgroup has been challenging.

WHERE WE'VE BEEN: LEVERS IN THE MODEL

District Enrollment Allocation Base (DEAB)

Provides base funding and an annual enrollment target based on a rolling, 3-year average of past state enrollments. However, if no colleges are over target, colleges retain their target from the prior year.

- All colleges have been below target for more than 3 years.
- On average, colleges are 18% below target (as of 21-21 AY).
- At least three colleges are more than 30% below target.
- Only four are less than 10% below target.

If the formula were adjusted to reflect actual enrollments, half of the districts would lose funding and half would gain.

- Significantly under-enrolled college(s) would lose almost 20% of their base and weighted funding. Note that these colleges are also down in their tuition collections.
- Colleges with stronger enrollment numbers closer to their target, would gain almost 15%. Relative to other colleges, their tuition collections are strong.
- Historically we have used a phase-in approach, spreading significant impacts over 4 years. It's unclear whether the severely under-enrolled colleges could weather these cuts.

POLICY CHANGES SINCE MODEL WAS DEVELOPED

2017-19 state budget
eliminated enrollment targets
for higher education

State Board maintained
budget enrollment target

Declining enrollment trend
compounded by COVID

Target formula smoothed so
FTE only redistributed if other
colleges exceeded target

Performance Funding metrics last reviewed in 2017-18

ALLOCATION MODEL UNDER REVIEW

RIGHT SIZING ENROLLMENT FUNDING?

- Does it work equally well in periods of over and under enrollment?
- What is the allowable variation between three-year actual enrollments and annual targets (DEAB)?
- Should headcount be a feature of the enrollment target formula?
- What is the trigger for enacting a quantitative easing (i.e. “smoothing” the formula)?

PROVIDING STABILITY?

- Is \$2.85M the right amount for the minimum operating allocation (MOA)?
- Is the model working for colleges of different size and mission mix (i.e. large vs. small colleges, technical colleges vs. comprehensive community colleges)?
- Is the model putting up any barriers to equity?
- Is there anything in the model that is incentivizing disparate treatment of students?
- Does the model put up barriers to innovation for student success?
- Should we continue to allow counting of international students? And if so, is our current 2% policy appropriate? And how should that policy be implemented annually?



EQUITY REVIEW OF ALLOCATION MODEL

WACTC EQUITY COMMITTEE

May 2023



ALLOCATION MODEL REVIEW SUBCOMMITTEE

- Julie White, Pierce College (Chair)
- Eric Murray, Cascadia College
- Sylvia James (BAC) (Through Feb, 2023)
- Tysha Tolefree (BAC)
- Victoria Ichungwa (RPC)
- Tim Wrye (ITC)

METHODOLOGY

- Statistical analysis of per-FTE funding
- Data for Fiscal Years 2018 and 2019
 - Years with “full model” and no stop-loss/stop-gain
 - Years prior to COVID effects
- Looked at per-FTE funding analyzed against race, gender, and FT/PT status
- Null Hypothesis: District per-FTE funding negatively correlates to district percentage of students in disaggregated underrepresented categories

SUMMARY OF STATISTICAL RESULTS

- Did not find statistical significance for equity concerns in correlation data for any category.
- For race, highest statistical significance was for Black students, with positive correlation in FY18
 - Correlation = +0.38, Significance Level is just over 90%
- Non-Reporting caused issues in analysis for all disaggregated categories
 - For Gender, Non-Reporting percent was the most significant correlation, with +0.33 and Significance of about 92.5%

GUIDING PRINCIPLES OF THE ALLOCATION MODEL

• Current Guiding Principles

- Be stable and predictable
- Be understandable
- Treat all colleges consistently, impartially, and equitably
- Do as little harm as possible to other colleges
- Allow for flexibility
- Achieve an appropriate balance between access/enrollment and performance/student outcomes
- Continue to right-size enrollment targets
- Track as closely as possible to 3-year average enrollments
- Be consistent with State Board vision of leading with racial equity

• Suggested Guiding Principles

- Prioritize State Board vision of *leading with racial equity*
- Be stable and predictable, *in order to minimize harm to students whose colleges may be disproportionately impacted*
- Be understandable; use “plain talk” so that all constituencies can access the model
- Treat all colleges consistently and equitably, *in order to minimize harm to students*
- Recognize the interdependence of the colleges while allowing for individual college needs, *so that students who attend any specific college or type of college are not disproportionately impacted*
- Allow for flexibility in use of designated funds, *so that colleges can adapt to best serve their students and communities*
- Achieve appropriate balance between access/ enrollment & performance/student outcomes, *so that students are not disadvantaged by a cost model that only addresses access, retention, or completion*
- Continue to right-size enrollment averages, *so that funding more closely meets current-day needs of communities*

RECOMMENDATIONS

- Minimum Operating Allocation
 - *Equity Principle: Ensure that the MOA is sufficient for all colleges to advance equitable student outcomes work*
 - Review Amount: consider inflation and what elements are now minimum operating requirements, i.e. Equity Officers
 - Define specific functions of MOA and review from an equity mindset.

RECOMMENDATIONS

- Provisos and Earmarks
 - *Equity Principle: Provide the flexibility for colleges to prioritize equity based on the needs of their students.*
 - Review items in earmarks: look at reporting outcomes rather than accounting for money; look at distribution formulas based on services rendered rather than size of institution

RECOMMENDATIONS

- Provisos and Earmarks, cont.
 - *Equity Principle: Ensure that allocations reflect actual needs*
 - Review how COLAS are allocated, employee profiles (Percent of workforce in Faculty/Staff categories) may shift over the “held steady” years
 - Guided Pathways: Investigate distribution based on headcount rather than FTE

RECOMMENDATIONS

- FTE Funding
 - *Equity Principle: Ensure that allocations reflect actual needs*
 - Analyze the possibility of changing “size” based distributions to headcount or hybrid FTE/Headcount

RECOMMENDATIONS

- Enhanced FTE Funding
 - *Equity Principle: Ensure that allocations reflect actual needs*
 - Look at enhancement for BAS/ABE/ESL: are they adequate for today's demographics/operations?
 - Update Skills Gap CIPs

RECOMMENDATIONS

- Student Achievement Initiative
 - *Equity Principle: Ensure all elements of the allocation have an equitable impact on student success*
 - Review SAI in context of other model changes
 - Given changes such as Guided Pathways, is SAI still relevant?

OTHER RECOMMENDATIONS

- *Equity Principle: Reduce inequitable advantages for those colleges better positioned to serve international students*
 - Eliminate the use of international student enrollments towards the state allocation
- *Equity Principle: Ensure that students are being charged equitably, regardless of part- or full-time enrollment*
 - Review equity impacts of the current policy of reducing per-credit tuition for 11-15 credits and analyze the possibility of changing the tuition structure.
- *Equity Principle: Partner with impacted stakeholders in decision-making*
 - Look at input mechanism for system budget request priorities; clarify the commission/WACTC relationships and responsibilities

ALLOCATION MODEL REVIEW: NEXT STEPS

Select Taskforce Membership

Develop Work Plan for 23-24 Task Force

Review and Evaluate Other Allocation Models

Planned Completion by May 2024

Implementation July 2025

For follow up information contact:

Choi Halladay

Deputy Executive Director, Business Operations
360-704-4303
challaday@sbctc.edu

Stephanie Winner

Interim Operating Budget Director
360-704-1023
swinner@sbctc.edu

QUESTIONS?

Post-Tenure Report

Cameron Painter, Mathematics Faculty

Post Tenure Review Report



Name: Cameron Painter

Discipline: Mathematics

Date: 4/15/2023

Narrative:

Throughout the Covid19 pandemic, teachers have been challenged with assessing students in rigorous and insightful ways while insuring fidelity. This seemed like the perfect time to create a new and meaningful opportunities for students to demonstrate their understanding of mathematical concepts through a project-based, laboratory approach to learning.

Learning happens on a continuum- on one side being basic recall of factual data, on the other the application and adaptations of concepts to new and novel scenarios. Traditional math books are great at providing opportunities for memorization and calculation, however they severely lack opportunities for students to apply their learning in meaningful ways. My post-tenure project was designed to address this need.

During the 2022-2023 academic year, in addition to traditional skills-based learning and assessments, students were tasked to apply their understanding of math concepts by analyzing real world scenarios and applying their knowledge. Students were prompted to find examples of quadratic data in their lives (not on the internet). From their examples, students utilized technology in the form of graphing and display application to graph their data or image and construct an equation representing it. Upon completion, students were asked a series of reflection questions to demonstrate their understanding of key concepts. These graphs and reflections were presented in a visual format. Lastly, students were asked to analyze three other students' graphs and provide meaningful feedback.

A. Impact on student learning and success.

One of the best ways to motivate students is to provide engaging opportunities for them to engage with meaningful topics. We often hear that "math is everywhere." If that is the case then where is it? This project-based learning opportunity provided students a chance to see mathematics in their everyday life and apply their in-class learning to their lives.

Students were responsive, provided meaningful presentations, and engaged in a way unlike any assigned task the book could provide. Engagement was at an all-time high and whether because of self-interest or knowledge that other students would be evaluating their work, the vast majority of the projects presented were of very high standards.

Through this project-based learning opportunity students gained a deeper understanding of mathematics through exploration of the interconnectivity of equations, graphs, and real-world scenarios.

B. Contribution to their discipline.

As educators, we are always striving to increase rigor, relevance and relationships. This project demonstrated the effectiveness of project-based learning to increase rigor, relevance, and relationships in the classroom. Additionally, the "parabola project" created an insightful assessment which allowed students to utilize their mathematic skills in a way which ensured fidelity.

C. Support of the District's mission, goals and strategic plans

This topic proposal is relevant because a laboratory approach to mathematics has the potential to increase relevance and understanding thus increasing *educational achievement*. In a laboratory context, students experiment and document their findings while the instructor's role is more of a "guide on the side" rather than "sage on the stage"- allowing opportunity for meaningful feedback to individuals and groups as well as additional *support for learning* when needed. When selecting topics students engage with math concepts found in topics relevant to them. This approach allows all students an opportunity to apply mathematics to relevant context. This contextual use of mathematics is exactly what is needed as graduates to solve complex real-world problems within our communities (*responsiveness to local needs*). Lastly, by creating project-based learning opportunities, while providing the tools and support to explore them, students are provided access to mathematical content in way that is not limited by the traditional cultural, gender, and language barriers of a one-sided text-based approach (*diversity and cultural enrichment*).

D. Summary of student feedback.

WOW! Students were engaged, exhibited amazing work, shared intense personal stories, personal artwork, and created a strong learning community all through mathematics. The examples below speak for themselves.

Student's Personal Artwork

PARABOLA PROJECT

1. The Y-axis represents both the painting and canvas height. The same could be said about the X-axis, it portrays the width of both the painting and canvas
2. The coordinates of the vertex are (0,4). This vertex represents the top of the painting's head.
3. The 1st x-intercept is located at (-4.74,0), 2nd x-intercept is (4.74,0). They represent the end of the painted line.
4. The first application that came to mind is calculating profit. However, I would want to apply quadratics in the realm of painting. I would use the quadratic graphing to calculate the best curve for a design. As seen in my graph, the points represent where the painted line starts, curves, and ends. If I ever (which I will) want to make a similar painting, I would use the quadratic graphing to calculate the best curve for the design.
5. I wanted to use this painting for the project, but I feel like it isn't a proper parabola. Moreover, it wasn't easy to match up the parabola to the painting. Besides that, it was interesting to make my equation and seeing it in relation to my art piece.

Mariah Martinez

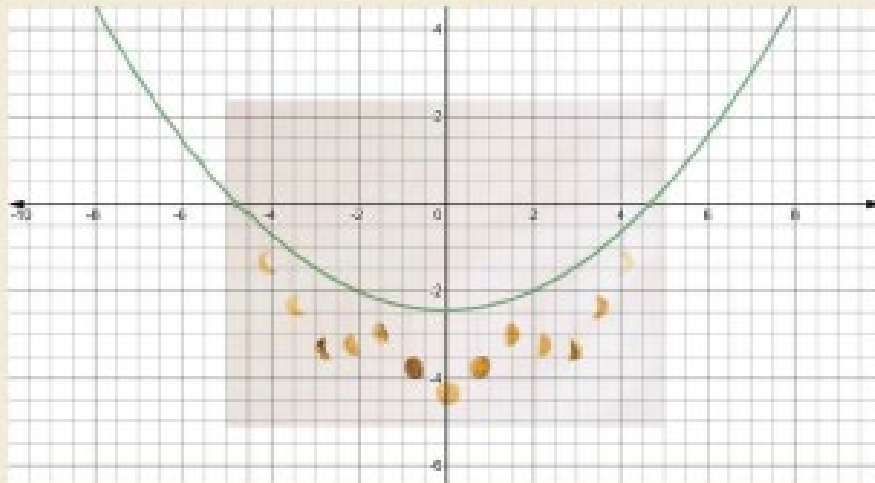
Proposal Parabola (Slide from presentation)

**THE ST LOUIS
GATEWAY ARCH IS
MEANINGFUL TO ME
BECAUSE
THIS IS WHERE MY
HUSBAND
PROPOSED. WE
CELEBRATE OUR
18TH ANNIVERSARY
ON JUNE 12TH**

Passion for Interior Design: Wall hanging parabola



$$.11(x+.03)^2-2.45$$



- ★ The x-axis represents the distance between the two pins holding up the wall hanging and the y-axis represent how low it is hanging
- ★ The vertex is $(-.03, -2.45)$ and it represents the lowest hanging point
- ★ The x-intercepts are $(0, 4.65)$ and $(0, -4.8)$ and they represent where the two pins are placed to hold up the wall hanging
- ★ I think an application that quadratic equations could be used would be for interior design. I saw an example of using parabolas to design fountains and figure out the arch of the water and then adjusting the speed, amount of water coming out to match the parabola.
- ★ The most difficult part was adjusting the equation to fit the picture as best as possible

The Parabola on Wenatchee Ave

$$Y = -0.73(x - 2.43)^2 + 4.5$$

- 1) The X axis represents the width of the structure in ft, and the Y axis represents the height of it in ft.
- 2) The vertex coordinates are (2.43, 4.5). These represent about where the parabola would end if it continued to a rounded point.
- 3) The X intercept coordinates are (-0.053, 4.913). These points represent the widest part of the structure in ft.
- 4) A good time to use quadratic formulas that could be useful to me is at my work. I am an inventory specialist, and I think it could be useful as a way to create a visual of when certain products sell the most and when they sell the least. When the most profit was made of the product, and when the profit dropped to prevent over stocking during its off season.
- 5) I think something really interesting about this project is how it opened my eyes to how many parabolas there are that I did not see before. I took multiple pictures of different ones I could use, and it was fun to look for them. Some are more abstract or harder to see than others. It was difficult to get my graph to line up perfectly, which you can tell I did not but I think a lot of that had to do with the fact my picture was not taken straight on but a little to one side.

Passion for sports: Snowboarding Parabola

20

$$-0.4(x-9)^2 + 23$$

- The X-axis represents the width. In this particular image, the width represents the snowboarder headed up the half-pipe, to the end when they land and are going back down. The Y-axis represents the height, which in this image, the height represents the highest point the snowboarder reaches in the air.
- The coordinates of the vertex in this graph are (9,23). This point represents the highest point of the snowboarder in the air.
- The coordinates of the X-intercepts are (2.417,0) and (16.583,0). The X-intercepts in this image represents the snowboarder at each end of the half pipe. The end where they are going up and the end where they are going down.
- I could see someone using the quadratic graphing when learning how to make this approach perfect on a half-pipe, from start to finish.
- The most difficult part of the project was perfecting the picture with the equation. The most interesting part was getting to critically think about these questions, especially the fourth question. I honestly was not know or even thought about using the quadratic equations and the graph to do this particular image. Now looking around I will be paying more attention of my surroundings and pointing out parabolas.

NAME ON BACK

EXTREMELY MEANINGFUL: Memorial Parabola- Omak Mountain

Omak Mountain Memorial – Baby Oliva

1. The x axis represents the width of the mountain. The y axis represents the height of the mountain.
2. The coordinates of the vertex is 2, which is the highest point of the mountain.
3. The coordinates for the x intercept is 0 and 3.74. These points represent the widest part of the mountain...That I could get to match.
4. Paleoanthropologists could use this as a grid system in which they divide fossil sites before they start excavating fossils.
5. The most difficult part of this project was trying to make the parabola fit the mountain and get a formula. The best part is paying tribute to my unborn baby whom we didn't get to meet. Our little angel's memorial is on Omak Mountain – 04/2019

$$Y = -.13(x-2)^2 + 2$$

Kelly Oliva – Math 99

Omak Foundation Report

Jennifer Short, Executive Director

The Wenatchee Valley College at Omak Foundation has recently received contributions to support WVC at Omak students. The 12 Tribes Casino & Resort donated \$5,000 and a family wishing to remain anonymous established an endowment fund of \$114,000. The funds support the WVC at Omak Foundation's mission to provide scholarships and other emergency assistance (such as gas cards and book funds) to WVC, Omak Campus students.

From 2022 - 2023 (to date), the WVC at Omak Foundation awarded \$57,695 in 146 diverse student awards:

- \$12,858 in scholarships through the WVC at Omak Foundation Scholarship Fund, awarded to 6 students.
- \$8400 in scholarships through the Nelson Family Accounting Scholarship Fund, awarded to 4 students.
- \$14,950 in scholarships awarded to 13 students through the Stan Berg and Okanogan Regional Home Health Scholarship Funds held through the Community Foundation of North Central Washington (CFNCW).
- \$10,010 in Allied Health travel and accommodation scholarships awarded to 14 students in the Bachelor of Nursing Science Degree program in Omak, also through the Okanogan Regional Home Healthcare & Hospice Fund.
- \$6077 in Allied Health equipment scholarships for 1st Year Nursing Program Supply Bags, to support 18 Omak Campus students.
- \$2550 in book funds honoring the David A. Lindeblad Memorial Book Fund, awarded to 34 students.
- \$2850 in emergency gas cards, awarded to 57 students.
- \$700 to sponsor events on the WVC at Omak Campus in support of staff, clubs, and WVCOASB.

Omak Campus students can apply for WVC at Omak Foundation scholarships during fall and spring quarters. Application availability and deadlines are announced via email and on social media. Emergency funds are provided to students who face challenges associated with transportation and textbook expenses.

The WVC at Omak Foundation Board is currently evaluating opportunities to further assist students with transcript and Wi-Fi expenses. More information to follow.

Those who would like to support the WVC at Omak Foundation can donate in a variety of ways:

- Mail: WVC at Omak Foundation, PO Box 1374, Omak, WA 98841
- Drop-off: WVC, Omak Campus Administration Office, 116 West Apple Avenue, Omak.
- Other: Email jshort@wvc.edu or call 509-422-7835 with questions or to discuss other options for donating.

APPROVAL OF MINUTES

District No. 15
Wenatchee, Washington

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

Regular Board Meeting

October 15, 2023 – 3:00 P.M.

Wenatchee Campus
Wenatchi Hall 2310/Zoom

MINUTES

ATTENDANCE

Trustees Present:

Tamra Jackson, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Phylicia Hancock Lewis

Also Present:

Cabinet Members
Faculty Members
Students

BOARD WORK SESSION

Trustee Jackson and Hancock Lewis along with President Harrison attended the ACCT Leadership Congress. The college is in a good financial state with a burn rate of 6.18%. The CTEI building capital project is moving along, the footprint will be shifted inward to troubleshoot some issues with the city. Fall enrollment for '23 is 2,488 compared to 2,280 from the previous fall. President Harrison will serve on the state allocation model committee and is part of the SBCTC worker retraining workgroup.

REGULAR BOARD MEETING

CALL TO ORDER: 3:00 P.M.

LAND ACKNOWLEDGMENT

APPROVAL OF MINUTES

September 13, 2023, Regular Board Meeting Minutes

Wilma Cartagena moved that the minutes of September 13, 2023, Regular Board Meeting be approved. The motion was seconded by Phylicia Hancock Lewis and carried unanimously.

MOTION NO. 2345

CELEBRATING SUCCESS

Foundation Food Truck Knight

The Wenatchee Valley College Foundation hosted the second annual Food Truck Knight on Friday, September 29. The foundation began hosting the event in 2022 as a family-friendly public event to welcome the community onto the WVC Wenatchee campus.

This year's event included business sponsorships, more food trucks, a bigger beer and wine garden, and kids zone. There was positive feedback and an estimated attendance of 2,000 people.

The event's success was a group effort with support from President Harrison with vouchers for WVC employees, the foundation board of directors, foundation staff, facilities staff, security, public information office, IT, campus caterer From Scratch by Us Café, campus life, student services, athletics, Cabinet, WVC sustainability committee, Wenatchee High School mariachi, and the Rotary Clubs of the Wenatchee Valley.

WVC Awards

The Wenatchee Valley College employee awards were presented during Fall Kick-Off on Tuesday, September 26.

Each recipient was competitively selected to receive their award. In addition to the honor of receiving the award, the recipients received a monetary award provided by the Wenatchee Valley College Foundation. Their names will be added to the Wall of Recognition on the third floor of Wenatchi Hall.

- Alcoa Excellence in Teaching Award
 - This year's awarded proposal is "Glaciotectonics of the Okanogan Lobe of the Cordilleran Ice Sheet in north central Washington State" by earth sciences faculty Ralph Dawes. His study breaks new ground in the geology of our region.
- Outstanding Part-Time Faculty Award
 - The Omak campus recipient is science faculty Jeff Dykes for his "stellar example of a student-oriented scientist."
 - The Wenatchee recipient is art faculty Ellen Bruex for her contributions to diversity and cultural enrichment events such as Pecha Kucha.
- Linda Schultz Herzog Faculty of the Year Award
 - This year's award recipient is Sompheng Batch for being accessible to her students and excelling in the use of technology, especially in its use of improving student learning.
- Outstanding Classified Staff Award
 - This year's recipient is Tracy Shaw for her excellent customer service, providing guidance on how to use the ctcLink purchasing system, and a can-do attitude.
- Outstanding Exempt Staff Award
 - This year's recipient is Michelle Cannaday for helping with graduation, quickly and professionally

Rural Healthcare Legislative Tour

On Tuesday, October 3rd WVC was privileged to host 30 members of the Health Care and Wellness Legislative Committee as well as community agencies. These committee members were on a two-day Rural Health Care tour of Central Washington. The second day of their tour started at WVC for a panel discussion on physical and behavioral health care in Chelan, Douglas, Okanogan and Grant counties. The panel presentations focused on recruitment and retention of qualified staff, credentialing issues and rates and reimbursement concerns. The agencies represented on the panel were The Center for Alcohol and Drug Treatment (who received \$19.6m in funding for a new facility), Parkside American Behavioral Health Systems, Catholic Charities, Confluence Health, Columbia Valley Community Health, WVC's Chemical Dependency Program and Thriving Together who moderated the event. The presentation was followed by a question/answer discussion from the legislative committee members. After the presentation and discussion, the members departed for organized tours of The Center, ABHS and Confluence Health.

NEW EMPLOYEE INTRODUCTION

The following new employees were introduced: Edwardo Alcantar, Library Circulation; Hadley Jolley, Research & Analytics Manager; Guadalupe "Lupe" Brito, Foundation Development Director; Joe Eubanks, Executive Director of Diversity, Equity, Climate & Culture and Pedro Navarrete, Associate Vice President of Enrollment Management & Community Partnerships.

SPECIAL REPORTS

Keilahni Pelton, ASWVCO President

Keilahni provided a report on events that took place on the Omak campus as well as upcoming events.

Lexie Fennell, ASWVC President

Lexie Fennell provided a report on events that took place on the Wenatchee campus as well as upcoming events.

Sharon Wiest, AHE President

Will be signing the AHE Contract that was supported unanimously by the faculty. Pre-tenure committees have started as well as post-tenure reviews. Excited to see students in the hallways.

Wendy Glenn, Chief Steward WPEA

Wendy Glenn was not present to provide a report.

STAFF REPORS

Brett Riley, Vice President of Administrative Services

Mr. Riley did not add to his written report.

Dr. Tod Treat, Vice President of Instruction

Dr. Treat was not present to add to her report.

Dr. Diana Garza, Vice President of Student Affairs

In addition to her written report, Dr. Garza highlighted the CAMP program, whose goal is to serve 180 students, currently serving 86.

Dr. Faimous Harrison, President

Dr. Harrison shared his report during the work session.

PUBLIC COMMENTS

No comments

ACTION ITEMS

1. Policy Review: Brett Riley, Vice President of Administrative Services.

The board of trustees reviewed the proposed changes to WVC Policies during the work session:

New policy 700.120 Email Distribution List y and 700.125 Acceptance and Ethical Use. Rescind policy: 700.150 Acceptable Use, Authorized User, 700.500 Licensing and Copyright, 700.510 Monitoring Licensing and Copyright Policy, 710.200 Employee Acceptable Use Policy 710.220 De Minimis Use Policy.

Steve Zimmerman moved to adopt new policy 700.120 Email Distribution List and 700.125 Acceptance and Ethical Use and rescind policy: 700.150 Acceptable Use, Authorized User, 700.500 Licensing and Copyright, 700.510 Monitoring Licensing and Copyright, 710.200 Employee Acceptable Use and 710.220 De Minimis Use. The motion was seconded by Wilma Cartagena and carried unanimously.

MOTION NO. 2345

2. 2023-2024 Operating Budget: Brett Riley, Vice President of Administrative Services

The Wenatchee Valley College 2023-2024 Operating Budget was first presented to the board of trustees on October 18, 2023, and reviewed in detail during the board work session.

Wilma moved that the 2023-2024 operating budget be approved as presented. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2346

3. 2023-2026 WVC Association for Higher Education Collective Bargaining Agreement Between the WVC Board of Trustees and the WVC Association for Higher Education.

The CBA was ratified by WVC Faculty on September 19, 2023, and reviewed by the board of trustees during the work session.

Phylcia Hancock Lewis moved to approve to 2023-2026 WVC Association for Higher Education Collective Bargaining Agreement Between the WVC Board of Trustees and the WVC Association for Higher Education. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2347

ADJOURNMENT – 3:34 P.M.

Secretary

Chair

CELEBRATING SUCCESS

David Lindeblad Memorial

Lindeblad began teaching science, history, philosophy, and communications courses at WVC at Omak in 1978. In 2012, he was awarded the WVC Faculty Member of the Year Award. Lindeblad died in 2019 from leukemia.

Helping students with college expenses was important to Lindeblad, said Edith Gomez, WVC at Omak Campus Life and Diversity Coordinator. As a result, the David A. Lindeblad Memorial Book Fund was established through the WVC at Omak Foundation. Students may apply for and receive up to \$75 per quarter for book expenses.

Wenatchee Valley College at Omak will hold a memorial ceremony in honor of former professor David Lindeblad on Wednesday, Nov. 15, at 3 p.m. near the fish sculpture on the Omak campus.





In Loving Memory of
David Lindeblad

1978-2019

"Every one of us in this room is a product of our past, of our experiences...use that. Build on that and make the experience for the next generation of people coming through our doors the best it can be." -David Lindeblad

NOVEMBER 15, 2023

PROGRAM

LAND ACKNOWLEDGMENT

KEILAHNI PELTON

WELCOME

EDITH GOMEZ

REMEMBRANCES

BETTY FRY & BRIAN ELLIS

CLOSING REMARKS - THANK YOU

EDITH GOMEZ

LIGHT REFRESHMENTS

ARTIST- DAN BROWN

FUNDING FROM - WVCO STUDENT

GOVERNMENT 2021-2024



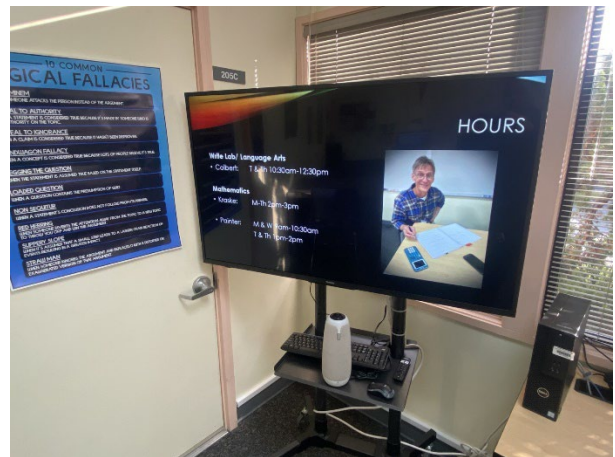
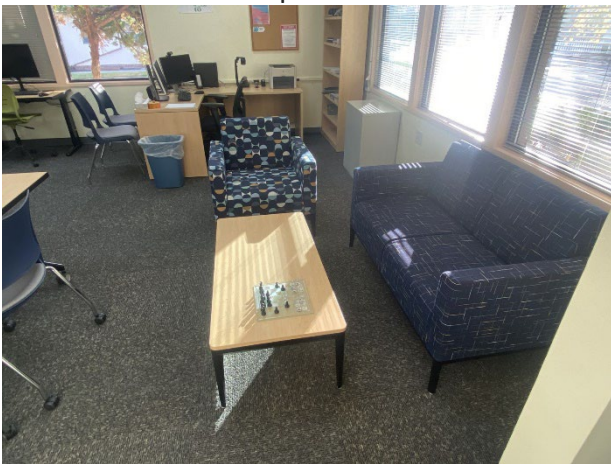
CELEBRATING SUCCESS

Omak Learning Support Center Restart

This quarter, Omak campus faculty have had the joy of welcoming students back to campus and providing them once again with important student services such as our Learning Support Center!

The Learning Support Center provides Math Center and Write Lab support on the Omak Campus. Over the summer, the Center was able to order new furniture to update the space to provide a professional feeling environment that is both comfortable and conducive for learning. As the quarter has progressed, the LSC has welcomed countless student visitors and provided many hours of educational support in subject areas including Math, ELA, Science, and Nursing. Faculty implemented a student card reader (for tracking student use), a digital bulletin board announcing tutors, hours, and events, as well as the hiring of a part-time tutor, Daniel Nash-Mendez. The LSC is intent on being a standard for all spaces at WVC-Omak for what a modern, professional, and student-centered space can look like and achieve.

Coordinator and math faculty Cameron Painter would like to thank Tria Skirko for her oversight and eye for design, Joseph Andreason for his technical support, Glen Lisenbey for the heavy lifting, Sandra Colbert, Will Kraske, and our other faculty that have directly and indirectly supported our efforts to enhance students' experience at WVC.



SPECIAL REPORTS

Keilahni Pelton, ASWVCO President

Current cabinet: President: Keilahni Pelton, Vice President: Bobbi Nicholson, Secretary-Treasurer: Megan Heinlen, Director of Campus Activities: Kinden Hook, Director of Public Relations: Mercedes Weeks, Student Ambassadors: Franco Martinez Juan, Amber Watson, Paige Wirth, Advisor: Edith Gomez, Program Assistant: Dayla Culp.

Events:

- We set up an altar for Día de Los Muertos that stayed up from October 30th to November 2. We had staff and student participation which was very nice.
- On November 1st, we brought an escape room event for Halloween through Neon Entertainment. Most of the time slots were filled, we had about 30 attendees.
- On November 2nd, we had our Float to Vote event. It went okay, we signed up about 4 students, for voting.
- We put together a participation system where students will have the opportunity to win prizes as they participate in our events and use our resources like the library and tutor center. Winners will be announced the week before final's week. It is going well.
- We will be holding "Pop in with the Senate" days throughout the rest of the quarter. These are days for students to meet with senate members to give input on what they want to see on campus.
- We are also looking into having a FAFSA information session as well. Dates to be determined.

Motions:

- We moved to approve \$4, 200 for our escape room event out of the entertainment budget on October 18th.
- We moved to approve \$250 for snacks out of the student center budget on October 18th.
- We moved to approve \$300 for the voter registration event out of the entertainment budget on October 18th.
- We moved to approve \$150 for a Spotify premium subscription out of the entertainment budget on October 18th.
- We moved to approve \$8,488.66 for new furniture in Friendship Hall out of the contingency budget on October 25th.
- We moved to approve \$300 for the David Lindeblad memorial plaque out of the campus project budget on October 25th.

- We moved to approve \$75 for our Pop- in with the Senate Event out of the entertainment budget on October 25th.

Other:

- The David Lindeblad memorial ceremony will be held on November 15th. At 3 pm near the fish sculpture.
- The week of October 23rd we held interviews for our Secretary/ Treasurer position for student senate, we hired Megan Heinlen as our Secretary- Treasurer/. We also hired Franco Martinez Juan and Paige Wirth as our 2 new Student Ambassadors as we thought they were good candidates for Senate as well.

Lexie Fennell, ASWVC President

CURRENT MEMBERS:

President: Lexie Fennell	Vice President: Dania Cuevas-Sandoval
Treasurer: Delano Calimlim	Secretary: Alexi Granados
Director of Campus Activities: Karen Rivera	Director of Health and Wellness: Jackson Young
Director of Diversity: Belinda Mercado	Director of Public Relations: Denise Laurel-Espinoza
Director of Social and Civic Responsibilities: Brayan Guerrero	
Student Ambassador: Kaitlin Barrows	Student Ambassador: Trent Renslow

UPDATES:

- Our Senate team meets every Wednesday at 7:00 pm for the Fall quarter.
- Our Senate participated in a Student Panel for the FBLA Conference.
- Our Senate team asked students to scan a QR Code to hear what they want to see on campus. A lot of students gave their input.
- Based on the survey, our student senate is working on planning those events.
- Our Senate team is planning on doing the surveys each quarter.

Event Updates:

- The Student Senate hosted a dodgeball tournament on the 17th of October.
 - We had a lot of students and staff/faculty participate.
 - Students want another dodgeball tournament.
- The Student Senate participated in the Fall Showcase.
- The Student Senate set up the Van Tassell student lounge on October 31st for Dia de Los Muertos.
- October 26th, our Senate team had a donut and conchas from 10 am to 11:30 am to promote Halloween Dance.
- The Halloween dance had a positive turn out!
 - The Senate team had a DJ playing through the night.
 - A lot of students went inside the Haunted House.
 - Students participated by dressing up in Halloween costumes.

UPCOMING EVENTS:

- November 8th Flag Football
- December 5th Chill Knight

SENATE ACTIONS AND APPROVALS:

- The Senate approved to use \$6,500 for intramural events for the academic year.
- The Senate approved the Skyhawks to use the Rec Center.
- The Senate approved to use \$500 for Donuts and Conchas
- The Senate approved to have a projector mounted in the Rec Center
- The Senate approved to use \$9,000 for the Halloween Dance
- The Senate approved to use \$2,500 for their senate gear.

Sharon Weist, AHE President



The year is off to a busy start. The faculty are enjoying having hallways filled with students though times have changed, and faculty must be much more flexible when students have family issues like sick children or want to learn from a distance in a class that is designed to be taught face-to-face. With zoom, sick students can stay home and still have access to attend virtually or to watch a recording of class.

The shared governance committees had their first meeting during launch week, and now have gotten into action during their second meeting.

Pre-tenure committee members are having their observations of the probationary faculty. With the help of Cecilia Escobedo, all committees have a student member of the committee.

I have finished recruiting for the new grievance committee mentioned in the new AHE contract. This committee has a science faculty member, an Omak faculty member, a humanities faculty member, and the lead is from the technical side of the college. I feel this diverse group will be a great addition to the grievance process at WVC.

I attended an WEA Higher Education two-day meeting of the Washington Community College AHE Presidents in Federal Way in early October. One of the interesting things we did include looking at the reporting done by our colleges on how the CARES funding was spent over the last few years.

I am attending a North Central Washington Uniserv Council weekend meeting November 3rd – 5th to learn about the state and federal requirements of being a non-profit organization, and also learn more about employee rights granted by the Lodermill and Weingarten court decisions.

We continue to have monthly Executive Board and General meetings for AHE. In the October general meeting we passed our annual 2023-2024 budget.

Sincerely,
Sharon Wiest

STAFF REPORTS

Brett Riley

Vice President of Administrative Services

Administrative Services

- Administrative Services continues to work with facilities and campus stakeholders to complete the design of the CTEI building. No major changes to the project. Currently, finalizing design approval with the City of Wenatchee.
- Administrative Services met with the City of Omak to discuss next steps in the development of the Health Science Center. No major updates at this time.

Budget & Internal Auditing

- Our Budget and Internal Audit staff is currently performing a review of our Title IX response to the Department of Education as well as the impact on our related athletics programs.

Fiscal Services

- Fiscal Services is currently undergoing an audit of our 21-22 financial statements by Davis Farr LLP. We have been informed that an entrance meeting will be convened near the end of the information gathering period.
- Fiscal Services will also be doing some early preparation for the 22-23 financial statement audit that will also be prepared by Clifton Larson Allen and performed by Davis Farr.
- Fiscal Services has also updated our travel procedures to ensure fiscal efficiency and timely submission of travel requests across the district.

Facilities and Capital

- Omak Health Sciences Center- The project remains on pause until construction funding is secured and final construction site has been determined.
- CTEI – RGU Architecture and the College have received feedback from the City of Wenatchee and is working with stakeholders to address any outstanding questions or concerns raised by the city.

Minor Works

- Facilities staff, in conjunction with the Department of Enterprise Services, are at various stages of contracting with all of our minor works projects for the biennium.

Safety and Security

- Safety staff hosted the Safety, Security, Emergency Management Council on the Wenatchee Campus in October, bringing together representatives from across the 34 community and technical colleges.
- SSEM staff also worked with representatives from Administrative Services and the Omak Campus to increase our security presence on the Omak campus at strategic times and locations to improve services to our campus community.

Information Technology

- IT Department leadership continues to participate and provide system leadership to the ctLink project. Currently, providing support and guidance regarding enhancement requests and the direction of decision making at the system level.
- IT staff are also guiding an RFP process to replace our electronic document imaging service on campus. We hope to provide an update on this process at the next board meeting.

Dr. Tod Treat
Vice President of Instruction

Educational Achievement

Nursing continues to demonstrate great outcomes for students as presented to the Accreditation Commission for Education in Nursing (ACEN).

Student Achievement Outcome Data

The Accreditation Commission for Education in Nursing (ACEN) Policy #29 Advertising and Recruitment of Students requires that student achievement outcome data be publically accessible. The following student achievement data from the WVC nursing program are as follows:

1. Graduates' success on the licensure and/or certification exam

NCLEX-RN First Attempt Pass Rates

Graduation Year	Number of Graduates and % Passed	% Passed Nationally	3-year mean WVC	3-year mean Nationally
2023	53/57=92.98%	87.74%	85.41%	81.47%
2022	42/50=84.00%	77.91%	86.6%	79.83%
2021	42/53=79.25%	78.78%	91.31%	82.25%
2020	56/58= 96.55%	82.80%	93.55%	84.36%

2. Student completion of the nursing program

Program Completion Rates

Year	Starting #	# Completers	Rate %
2021-23			
2020-22	63	58	88%
2019-21	63	52	82%
2018-20	65	55	84.6%

Support for Learning

WVC again hosted Career Explorations in Okanogan and Chelan County. Thanks to Jenni Jourdan and Dean Yuritz Lozano and all of WVC's supporting faculty and staff!

Omak: In partnership with the NCESD, Confluence Health, and Central Washington AHEC, Omak Career Exploration took place November 1st. This event was an evening event that featured hands-on activities featuring Pharm Tech, Ophthalmology, Medical Assisting, Medical Laboratory Technology and Nursing. Twenty students and parents participated in the event and the evening was a great success.

OCCUPATION EXPLORATION

CONFLUENCE HEALTH

Wednesday, November 1st | 5:30pm - 7:30pm
Wenatchee Valley College | 116 Apple Ave W, Omak (Mary Henrie Friendship Hall)

Skilled health care workers are in high demand and these staffing shortages continues to rise. Join Confluence Health professionals and WVC faculty for an evening of hands-on career exploration in various allied health fields.

While Medical Assistants and Registered Nurses provide direct patient care, Medical Lab Technicians and Pharmacy Technicians specialize in behind the scene skills and procedures that contribute to a patient's overall holistic care. Come see if one of these careers might be a fit for you!

Light snacks and refreshments included. Space is limited, so please RSVP.

REGISTER NOW!

REGISTRATION REQUIRED: [BIT.LY/OCCUPATION-EXPLORATION](https://bit.ly/occupation-exploration)

EXPLORE THESE EXCITING CAREER OPPORTUNITIES:

- MEDICAL ASSISTANT (MA)
- REGISTERED NURSE (RN)
- MEDICAL LAB TECH (MLT)
- PHARMACY TECHNICIAN

Free to attend; limited space
All students welcome, grades 6 - 12 and college from any school



Wenatchee: Over 1000 students attended from Wenatchee, Ephrata, Eastmont, Cascade, Cashmere, Brewster, Bridgeport, Waterville, Lake Chelan, and Manson. Over 99 vendors participated, including universities, law enforcement, municipal government, health districts, public utility districts, park and land use agencies, first responders, data centers, local, regional, and international businesses, military, and WVC programs.



2023 NCW College & Career Expo

Organized by Jenni Jourdan

NCW COLLEGE & CAREER EXPOS



The 2023 NCW College and Career Expo is a free opportunity for high school students, college students, and any young career explorers across North Central Washington to connect with hundreds of incredible regional college and career opportunities in Chelan and Douglas counties.

Explore local careers, complete High School and Beyond Plan requirements, and connect with local employers and college programs.

This event is presented in partnership with Wenatchee Valley College, Apple STEM Network, NCESD, Big Bend Community College, WorkSource, Career Connect, and SkillSource.



Student Affairs

Dr. Diana Garza



Student Affairs: Student Access Services

Student Access Services (SAS) mission is to provide access, opportunity, and experiences to all qualified students with disabilities by honoring the uniqueness of each person and through the provision of resources, reasonable accommodations, auxiliary aids, and services supporting students in reaching their academic goals.

Student Access Services team is under the supervision of Bertha Sanchez, M.ED, Director of Counseling and Support Services:

- Kristina Li, Student Access Manager has been focusing on working with students with disability accommodations and their faculty members on implementation of approved accommodations in their classrooms. She has been guiding new students through the process of securing disability accommodations, as well as reviewing their applications and supporting medical documentation.
- Nick Harris, Program Assistant has been focused on setting up, proctoring, and returning secure accommodated exams in the new Student Access Testing Center (SATC). Nick created a database and has been managing equipment used to provide accommodations, such as sound amplification systems and smart pens.

120 registered students

- 120 students with approved disability accommodations registered with SAS; 83 of those students are registered for Fall quarter classes.

162 requests

- 162 accommodation requests were made by 53 student in the Fall 2023.

33 new applications

- Student Access Services received 33 new disability accommodation applications in September and during the first half of October.

78 student visits

- Student Access Services has made face-to-face, zoom, phone or email contact with 78 students without disability accommodations in September and during the first half of October

To ensure equal access for students with disabilities, all institutional policies and procedures related to students with disabilities have been reviewed over the Summer. Recommendations for changes were communicated to Human Resources.

To continue raising awareness and reducing the stigma associated with disabilities, Student Access Services participated in number of events leading up to Fall 2023 quarter, including new student orientation, nursing program orientation, running start presentations in Wenatchee and Omak. Student Access Services invited a speaker to present on neurodiversity for Disability Awareness Month.

To continue providing opportunities for faculty and staff to learn more about students with disability, Student Access Services provided a training during the Launch Week, an introduction during new faculty orientation, recorded a video presentation for New Faculty Canvas course and brought a speaker to train our tutors on strengths-based approach to tutoring neurodiverse students.

Dr. Faimous Harrison
President

President Harrison will provide a verbal report.