

Wenatchee Valley College Board of Trustees
March 19, 2025

Work Session	10:00 am	Maguire Conference Center- 1103E, Zoom https://wvc.zoom.us/j/81504557103
Regular Meeting	3:00 pm	Wenatchi Hall – 2310, Zoom https://wvc.zoom.us/j/85485160089

WORK SESSION AGENDA

10:00 am	COMMUNICATIONS	
	<ul style="list-style-type: none"> • ACT Award Nominations • May Board Meeting 	
10:10	REPORT FROM TRUSTEES	
10:20	FINANCIAL REPORT	1
10:30	LEADERSHIP REPORTS	
	<ul style="list-style-type: none"> • Instruction: Dr. Tod Treat • Student Affairs: Dr. Diana Garza • Administrative Services: Brett Riley <ul style="list-style-type: none"> ○ Capital Projects Update • Human Resources: Lisa Turner • ASPIRE: Dr. Robin Angotti • Omak Campus: Cal Goolsby • Wenatchee Foundation: Rachel Evey • Strategic Enrollment & Student Success: Ellia Sablan-Zebedy <ul style="list-style-type: none"> ○ Enrollment Update • Public Information: Marcine Miller • Grant Development: Jessica Perez Bravo • Title V: Vanessa Saldivar 	<p>2</p> <p>7</p> <p>15</p> <p>18</p> <p>20</p> <p>26</p> <p>31</p> <p>34</p> <p>40</p> <p>44</p> <p>46</p>
11:30	PRESIDENTS REPORT	
12:00	LUNCH	
12:30	LEADERSHIP DEVELOPMENT	
	<ul style="list-style-type: none"> • Concurrent Enrollment 	58
1:30	BOARD MEETING AGENDA REVIEW	
1:35	ACTION	
	<ul style="list-style-type: none"> • Tenure Review • Policies • Student Code of Conduct 	<p>88</p> <p>89</p> <p>92</p>
1:40 pm	EXECUTIVE SESSION	

REGULAR MEETING AGENDA

CALL TO ORDER

LAND ACKNOWLEDGEMENT

APPROVAL OF MINUTES

1. February 19, 2025, Regular Board Meeting 77

CELEBRATING SUCCESS

2. Scrubs Camp 82
3. Knight at the Wild 83

INTRODUCTION OF NEW EMPLOYEES

4. Introduction of New Employees

SPECIAL REPORTS

5. ASWVCO President, Dania Cuevas
6. ASWVC President, Amber Watson 85
7. AHE President, Sharon Wiest 87
8. WPEA Chief Shop Steward, Wendy Glenn

STAFF REPORTS

9. Dr. Tod Treat, Vice President of Instruction 2
10. Dr. Diana Garza, Vice President of Student Affairs 7
11. Brett Riley, Vice President of Administrative Services 15
12. Lisa Turner, Interim Executive Director of Human Resources 18
13. Dr. Faimous Harrison, President

PUBLIC COMMENT

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

ACTION

14. Tenure Review, Dr. Faimous Harrison 88
15. Revision to Policy 400.490, 400.000, 400.075, 400.230, 400.540 and 600.107: 89
16. Student Code of Conduct, Dr. Diana Garza 92

ADJOURNMENT

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

Revenue Forecast:

101 Funds-

- Our state allocation is projected to be \$23,875,273 including provisos and program funding. This also includes the \$531,273 reduction in allocation from the OFM accounting error.

149 Funds-

- Tuition forecast is \$7,535,525 for the academic year 2024-25. This reflects a 2.5% increase in tuition rate based on SBCTC action and a 2% increase in tuition bearing enrollment.

148 Funds-

- Fee revenue is projected to come in at \$2,473,248. Fee revenue reflects the approved changes to the fee schedule and enrollment growth.

146 Funds-

- Revenue from Running Start continues to increase in the near term. We are expecting FY25 Running Start revenue to come in at \$8,211,909. This number reflects an approximate 170 FTE increase in enrollment and an average 4% increase in reimbursement rate from the school districts.

Other-

- \$207,182 in WVC Foundation sourced funds dedicated to specific endowed agriculture and allied health instruction and equipment.

Base Operating Revenue- \$42,303,137

WVC has anticipated 2024-25 operating budget of \$39,388,499

	Revenue Forecast	Actual Expenses as of report downloaded on 03.11.2025	
1. 101 funds	23,875,273.00	11,316,057.54	
2. 146 - Running Start	8,211,909.00	287,080.00	
3. 148	2,473,248.00	1,271,102.02	
4. 149	7,535,525.00	8,941,750.19	
sub-total (Operating Revenue)	<u>42,095,955.00</u>	<u>21,815,989.75</u>	55.39%
Foundation	207,182.00		% spent

Anticipated base operating expense ==> 39,388,499.00

Total Forecasted Revenue 42,303,137.00

Pacing ==> 79.91%

Calculating how we are pacing:

1. Projected Operating Expense (07/01/2024 to 06/30/2025): **\$39,388,499.00**
2. Expenses as of **03.11.2025: \$21,815,989.75**
3. Period covered so far (from 07.01.2024 to 03.11.2025): This period is from July 1st to March 11th, which is approximately **8.32** months (or **253** days) into the fiscal year.
4. Percentage of the year elapsed: The fiscal year has **365** days, and we've covered **253** days, so...

$$\text{Percentage of year elapsed} = \frac{253}{365} \approx 69.3151\% \text{ or } 8.32 \text{ months}$$
5. Expected expenses by this time: Assuming that we would be spending evenly throughout the year, we would expect to have spent **69.32%** of the total anticipated base operating expense by now:

Expected expenses by 03.11.2025 = 69.3151% X \$39,388,499.00 ≈ \$27,302,165.06

6. Actual expenses as of **03.11.2025:** We have spent ==> **21,815,989.75**

7. Pacing calculation: Divide the actual expenses by the expected expenses.

$$\text{Pacing} = \frac{\$21,815,989.75}{\$27,302,165.06} \approx 79.9057\% \quad \text{<== Pacing at } 79.91\%$$

8. **Conclusion:** At this point in the fiscal year, we have spent approximately **79.91%** of the budgeted amount, indicating that our expenses are tracking below the projected rate. From a pacing standpoint, we are in a favorable position, as current expenditures remain controlled relative to the anticipated rate and our projected operating expense of **\$39,388,499**.

Summary:	
Operating budget (excluding Foundation):	42,095,955.00
Anticipated base operating expense:	39,388,499.00
Operating expenses as of 03.11.2025:	21,815,989.75
Percentage of the operating revenue spent as of 03.11.2025:	55.39%
Pacing favorably at:	79.91% <== this is good

LEADERSHIP REPORTS

INSTRUCTION

Dr. Tod Treat, Vice President

BUILD STEWARDSHIP, EFFICACY, AND INSTITUTIONAL FINANCIAL HEALTH

Deans Retreat – Fostering Stronger Leadership and Communication

A well-planned deans' retreat served as a catalyst for positive change, creating a ripple effect that promotes a healthier and more productive workplace for everyone. Focused time was spent on a mindset of growth in which Instruction Team members envisioned high standards and high support for teams to promote creativity, collaboration, and great results.

Like the Library, Instruction Team looked at Clifton Strengths as applied to specific imaginary scenarios including: (a) Evaluating the future of the underwater basket weaving program, (b) Balancing leadership and faculty autonomy, and (c) Addressing urgent faculty and student safety issues.



Particular interest was paid to Instruction Team's only "activator" whose enthusiasm for game shows, spirit committees, candy necklaces, and gift bags is only exceeded by her very bright red sweater.

Every member of the team contributed to an extraordinarily productive retreat, building team resilience, trust, and a common commitment to WVC's future success.



Person	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
1	Strategic	Learner	Intellection	Connectedness	Arranger
2	Positivity	Developer	Connectedness	Strategic	Achiever
3	Learner	Context	Intellection	Individualization	Analytical
4	Arranger	Empathy	Responsibility	Relator	Achiever
5	Learner	Consistency	Responsibility	Harmony	Futuristic
6	Restorative	Intellection	Input	Learner	Arranger
7	Belief	Responsibility	Achiever	Activator	Positivity
8	Input	Achiever	Intellection	Includer	Belief
9	Input	Empathy	Connectedness	Adaptability	Developer
10	Strategic	Ideation	Adaptability	Connectedness	Relator
11	Achiever	Learner	Arranger	Restorative	Individualization
12	Connectedness	Individualization	Strategic	Ideation	Restorative

CREATE A CULTURE OF EXCELLENCE

Libraries & Learning Support Services (Jeannie Henkle, Director)

On February 28, both the Wenatchee and Omak libraries were closed for an all-staff retreat. We had a combined total of 9 employees gathered at the Wenatchee library, including our two Wenatchee and Omak faculty librarians, our AmeriCorps Member who is normally working from Omak, our eLearning specialist, library and archives paraprofessionals (and one library and archives "professional"), a work study student with a career interest in librarianship and me, the director. Fun fact: though only two library employees are faculty librarians, a total of five of us (including me) hold Master of Library & Information Science degrees and are therefore *also* librarians!

Retreat topics and activities included:

- Focused conversation around respectful workplace communication needs and expectations.
 - This was intended as placement of the first "bricks" that will, over time, become our "house" of mutually agreed-upon communication norms.
 - The goal is to improve interactions among our team, and in turn our working environment. This translates to improved support for students, WVC employees, our team, and members of the communities that we serve.

- A team art (painting) project, facilitated by our Circulation Lead, Jeska Stowell. This project required close collaboration and effective communication from each team member, and resulted in two Mondrian-style art pieces, each to be displayed in the libraries in Wenatchee and Omak:



Olivia Drakes, Tria Skirko, Jeska Stowell, Mica Wood, Ben Reagan, and Jeannie Henkle's arm (again).

Mica Wood, Tria Skirko, Barbara Oldham, and Jeska Stowell.

Note that Brett McGinnis, our eLearning specialist, was also present, but was taking the photos. Not pictured is Marissa Davila, our AmeriCorps Member, but she was participating!

Our other substantive topic included activities surrounding the CliftonStrengths assessment, and here's how the top 10 results turned out for our team:

Teammate	Strength 1	Strength 2	Strength 3	Strength 4	Strength 5	Strength 6	Strength 7	Strength 8	Strength 9	Strength 10
1	Relator	Achiever	Context	Futuristic	Intellection	Consistency	Belief	Responsibility	Harmony	Empathy
2	Connectedness	Positivity	Adaptability	Developer	Learner	Individualization	Ideation	Belief	Self-Assurance	Responsibility
3	Empathy	Connectedness	Input	Developer	Woo	Maximizer	Intellection	Communication	Belief	Positivity
4	Intellection	Context	Learner	Relator	Developer	Positivity	Harmony	Analytical	Ideation	Strategic
5	Learner	Empathy	Individualization	Developer	Arranger	Positivity	Intellection	Strategic	Harmony	Context
6	Arranger	Strategic	Individualization	Command	Learner	Communication	Ideation	Activator	Restorative	Woo
7	Restorative	Intellection	Input	Learner	Arranger	Individualization	Relator	Deliberative	Empathy	Responsibility
8	Deliberative	Empathy	Discipline	Intellection	Consistency	Harmony	Developer	Relator	Belief	Learner
9	Ideation	Developer	Positivity	Learner	Empathy	Input	Intellection	Strategic	Connectedness	Communication

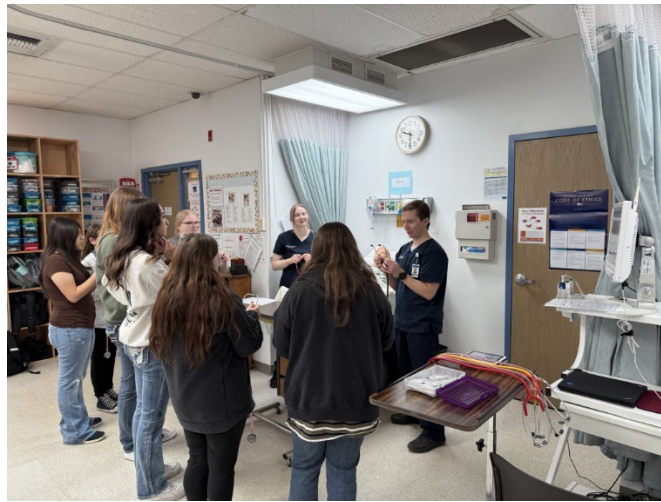
In discussing our strengths, we realized we each contribute in unique ways to the team and are strongest together (rather than separately). To close out the day, we played a game called Really Loud Librarians, and everyone seemed to have a good time doing so!

This retreat provided us with a much-needed opportunity to focus on how we interact with one another, and what we expect from each other when it comes to respectful workplace communication. We'll keep working on this, and the goal will be for us to establish norms that we all agree to adhere to.

BECOME A PREMIER STUDENT-CENTERED COLLEGE

▪ Scrubs Camp – Program Recruitment and Community Outreach

Six dedicated second-year nursing students provided invaluable leadership at the Omak Scrubs Camp on February 28th. They delivered engaging nursing sessions to over 120 high school students from across the region, offering a firsthand look at healthcare careers. The students skillfully taught essential skills, including heart and lung assessment, stethoscope techniques, CPR, and critical patient safety considerations.



ADVANCE ACADEMIC EXCELLENCE IN TEACHING AND LEARNING

Welcoming Spring Start Nursing Students to campus on February 21, 2025.

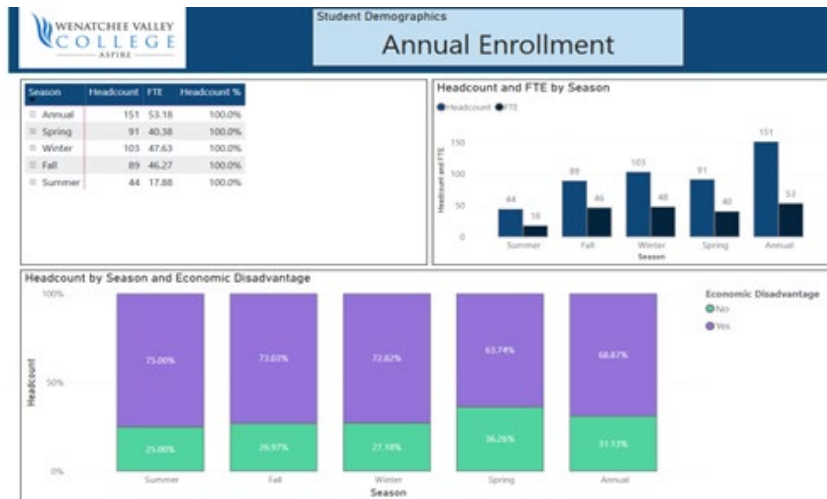
A cohort of thirty-two nursing students received a warm welcome to campus for the first phase of their two-day orientation. They were immersed in campus life, meeting faculty, exploring resources, and learning from future clinical partners. With the second orientation day on March 19th, they're preparing for their program's launch on April 1, 2025.

CLOSE EQUITY GAPS

The All District focus on achieving our Strategic Plan goals provided an opportunity for Hilary Martinez and the Early Childhood Education program to shine as Hilary shared some outstanding completion statistics that result from faculty empowerment, creativity, and technology to advance transformational learning.



ECE	2020-2021	2021-2022	2023-2024
Initial	54	32	42
Short	51	58	59
State	2	6	6
AA	5	7	9
Certificate Totals	107	96	107
Award Totals	112	103	116



As the program snapshot above illustrates, Early Childhood Education – Omak, Wenatchee, and Nespelem- is an economic entryway for students who are overwhelmingly First Generation (>70%) and Students of Color (>70%). ECE, like so many other WVC programs, transforms individual lives and those of their families, through the power of education and opportunity.

POSITION THE COLLEGE AS A COMMUNITY-FOCUSED REGIONAL ANCHOR



On February 22nd, 2025, the Wenatchee Valley Symphony Orchestra performed the world premiere of WVC Music Professor Juel Iwaasa’s “The eye sees only water and the ear hears only sound,” an orchestral piece in three movements that featured a string quartet. The quartet that performed with the orchestra was Quarterachord, which includes Jenaesha Iwaasa-Browder, Juel’s daughter and an instructor at WVC. The concert was well-attended and the piece was enthusiastically received. By the audience. Congratulations to Juel!

Nik Caolie, WWSO conductor, with Juel and the score used in the world premiere of Juel’s work. The string quartet that was featured in the piece with orchestra. Quartetrachord includes Jenaisha Iwaasa-Browder, Juel’s daughter and an instructor at WVC. Here’s [link](#) to the concert, which was Feb. 22nd at the PAC. The title of the piece is “The eye sees only water and the ear hears only sound.”



Dr. Diana Garza, Vice President of Student Affairs

STUDENT AFFAIRS REPORT

March 2025

Operational Budget (State-Funded)

***Report to Dr. Garza**

- Counseling & Student Support (Currently 2 Operational; 1 grant funded Faculty Counselor)
- Student Life & Leadership (partial budget through June 2025)
- Grant Programs (CAMP, TRIO, and Title V)

***Report to Dean Zebedy**

- Admissions & Enrollment Services
- Academic Advising & Student Success (First Year Experience)
- Financial Aid & Scholarships
- Student Access (Accessibility Services)
- Veterans Services (some initiatives receive grant funding)

Counseling & Student Support

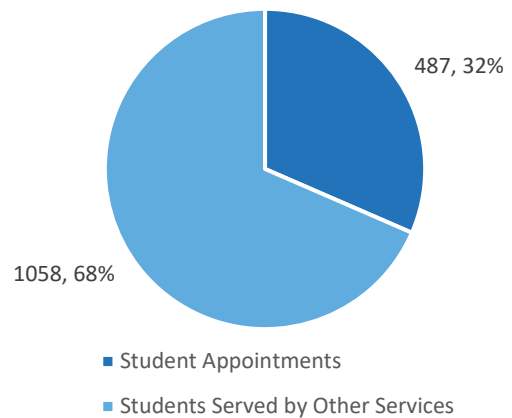
As of February, individual student appointments have increased from last year’s number of 364 to 487, this is a 7% increase. Counselors have been working closely with Columbia Valley Community Health and their Behavioral Health department on a referral process to increase referral numbers and awareness of services for students. Most specifically, a referral process for virtual services is being offered to Omak students.

We are actively working with Veteran services to assist in group advising and other support services. Also, several presentations have been offered within athletics to showcase counseling services, these presentations address the unique needs within the athletic community.

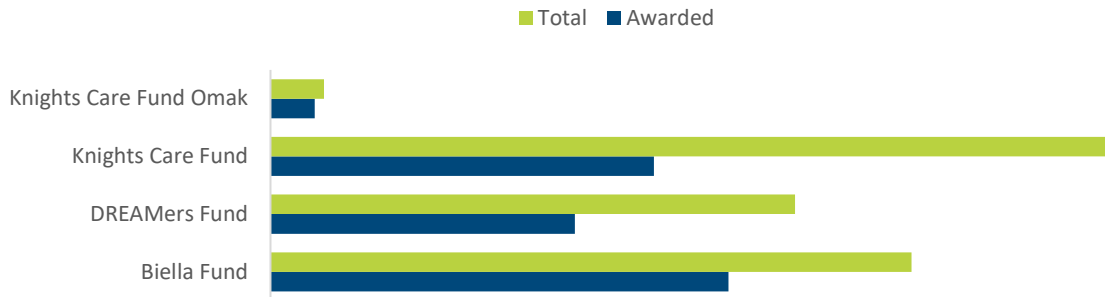
Student data 2024-25 academic year:

487 | Students appointments have been provided since the start of Fall quarter

1058 | Students served through other services – Classroom presentations, Campus events, Wellness Sessions, Groups, Welcomes, Tabling events, Outreach and partnerships



Emergency Funds 2024-2025



Emergency funds 2024-25 academic year:

Biella Fund: 10 Students awarded	\$7857.87 in funds awarded (\$3142.13 remaining)
DREAMers Fund: 5 students awarded	\$5220.78 in funds awarded (\$3779.22 remaining)
Knights Care Fund: 17 students awarded	\$6579.00 in funds awarded (\$7943.09 remaining)
Knights Care Fund Omak: 2 students awarded	\$756.82 in funds awarded (\$163.01 remaining)

Student Life & Leadership

Wenatchee

Below: USHLI (United State Hispanic Leadership Institute): The USHLI conference brings in 5,000



college students from all over the country. This conference focuses on the state of Latino education, celebrating Latino culture, Latina empowerment, Afro-Latino empowerment, the Latino vote, making DEI work for everyone, and much more. The Student Life Department was able to take 12 students to the USHLI Conference in Chicago. WVC was a part of the Northwest Delegation that is made up of students from Washington, Idaho, and Oregon. The Northwest Delegation started back in 2014 with 14 students, and now it has grown to 230 students. This all started with John Haroldson Suarez and his wife Maria Teresa.

Mini-games Night (Feb 13th): The ASWVC Student Senate hosted Mini-games night! They had volleyball, badminton, soccer, basketball, pickle ball, and football. They had over 60 students attend the event.

Right: Knight at the Wild (Feb 21st): The ASWVC Student Senate partnered with the WVC Foundation department, WVC Recruitment team, and Wenatchee Wild for Knight at the Wild hockey game. ASWVC Student Senate purchased 100 tickets for students. They were selling the tickets at \$8 and \$5 if students brought in can food items. 87 tickets were sold, and 90 canned food items were collected and donated to the Knights Kupboard.



S&A Budget Committee: ASWVC Student Senate started reviewing S&A fee proposals from student clubs and departments.

Wenatchee Upcoming events

- **Donuts and Churros** March 12th 10 am to 12 pm in the Mish ee twii (MET) Building
- **Soccer Games** March 13th 3 pm to 5 pm in the Student Rec Center (SRC) Building
- **Mariachi Northwest Festival** March 26th – March 28th in the Smith Gym, SRC, MAC, Van Tassell, Wells Hall, and MET. There will be 300+ students in attendance from middle schools, and high schools from around the area.
- **(right) Celebrating Women’s History Month.** (March 12 Wenatchee campus and March 13 Omak campus)



Omak

Valentines Day Scavenger Hunt (Feb 10th 12th & 13th): The ASWVCO hosted a valentines day scavenger hunt, for three days they hid 8 valentine-themed plushies around campus. Winners received a \$25 gift card.



(right) Chroma Harmonics Sound Bath March 3rd

Knight at the Wild (Feb 21st): ASWVCO purchased 20 tickets to offer to Omak students for FREE, 8 tickets were handed out. Two senate members and two additional students traveled in the vans to the game. All four students had a wonderful time and valued the opportunity to participate.

S&A Budget Allocation Process: The S&A budget allocation committee met on February 27th and discussed the budget for the 2025-2026 academic year. The budget allocations were presented to Student Government and the Vice President of Student Affairs on March 4th.

SOCC: Five Students from Omak were registered to attend this year's Student of Color Conference at Green River Community College from

April 3rd to 5th, accompanied by Edith, the Student Senate advisor.

Clothing Swap in collaboration with the sustainability committee March 5th & 6th in Wendell George, room 304.

Omak Upcoming Events:

- **(right) Red Road Association** showing Salmon & Our people; the chief Joseph dam fisher story- March 11th, 3-4pm in Hazel Allen, room 401.
- ASWVCO is also planning an **Easter egg hunt** and a subs day to welcome back the spring quarter.
- **Snow@O & Red Cross blood drive** April 8th from 10:30am –3pm at the Cornerstone Christian Fellowship.



Auxiliary Budget (Self-Sustaining)

- Athletics
- Campus Store (exploration in progress)
- Diversity, First Year Programs
- Recreation Center
- Student Government Motorpool
- Residence Life

Athletics

Men's Basketball finished the year strong, defeating the No. 2 and No. 3 ranked teams in the East Region. The team ended the season just a few games short of making the postseason. Women's Basketball also saw significant improvement, reaching 10 wins — a complete turnaround from the previous year when they won just three games.

Our continued partnership with local tribes remains a priority. Recently, we secured a \$5,000 donation to send our men's basketball team to the Sunflower Festival in May, where they will host a private basketball camp for the tribe.

Softball begins their season at Bellevue after being picked just outside the top three in the preseason poll. The team hopes to return to their home field soon, as the baseball/softball facility project nears completion — with only backstop and infield work remaining. Both baseball and softball reached the NWAC postseason last year.

Baseball is off to an impressive start, currently holding a 7-3 record, which ranks among the top in the conference. The team received votes in the conference preseason top 10 poll and was the highest-ranked team outside the official top 10. They opened March with a doubleheader home sweep against Yakima and will play all but four games this month in Wenatchee.

Fall sports are also in full recruiting mode. Men's soccer expects approximately 21-23 student-athletes to return from last season, while women's soccer has already signed two new recruits. Volleyball has secured commitments from about five new recruits so far and continues to actively recruit additional players.

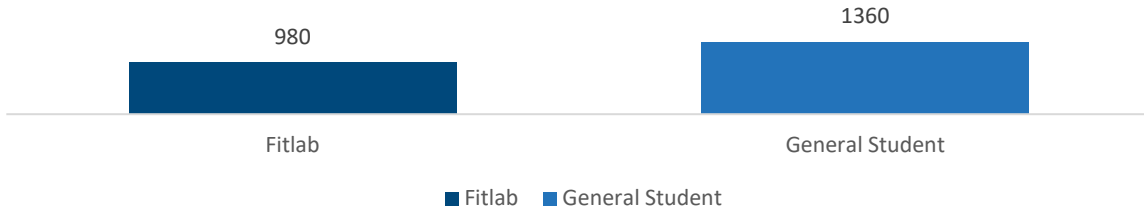
Finally, we are expanding our partnerships with community organizations. In addition to welcoming the Applesox back for another year, we are excited to announce that the Bighorns will use Smith Gym as their home court for the 2025 season. The Bighorns will also utilize the Student Recreation Center for practices and support our community engagement efforts.

Student Recreation Center

Past Events and Rentals

- **Mini Game Night** | Partnered with Student Senate to host a mini-game night Feb 13th. We had volleyball, badminton, soccer, basketball, pickle ball, and football. They had over 60 students attend the event.
- **AAU Tournaments** | In February the SRC hosted two very large AAU basketball tournaments (youth). These took place: Feb 8-9 and Feb 22-23. Between the two rentals we had over 70 games take place in the SRC all with local youth teams. This brought a massive influx of people to the SRC and gained some great exposure. These rentals brought in over \$3,500 to the SRC.

SRC Student Usage



Upcoming events

- **Veterans Event** | The SRC will be hosting a large community veterans' event on March 29th. This will serve our local veterans who fought in the Vietnam war. We are expected to have over 400 total people in attendance with also a local orchestra as a feature. This will be a great public event for the community.
- **Intramural Soccer** | March 13th we will host an intramural soccer tourney that will be combined with student senate.

Partnerships and Open Gyms

- **Open gyms** | We continue to have good success with both basketball and Pickleball open to the community days. Between the two the attendance average is 25+.
- **Mission Ridge** | We booked every single open slot for the student passes to mission ridge for all of February.
- **Riverfront Rock Gym** | We booked right at 60% of our slots for the riverfront rock gym student passes.

Motorpool

7

total Bus trips taken for Woman's basketball, Men's basketball, Baseball, MESA, Physics department

1

new Bus driver hired

Motorpool Financial Breakdown

- **Bus Charges to Departments: \$7,882**
The motorpool has billed departments a total of \$7,882 for bus trips taken during this period. This represents the total cost for the bus services provided to various groups, including Women's Basketball, Men's Basketball, Baseball, and others.
- **Estimated Revenue from Bus Trips: \$3,650**
The motorpool anticipates earning approximately \$3,650 in revenue from these bus trips. This estimate reflects the projected income, though it is important to note that some expenses have not been fully processed yet. As a result, the final revenue figure may vary.

Residence Life

Super Bowl Watch Party | Residents gathered in Van Tassell, enjoying special “Super Bowl foods” and cheered their team while watching the Super Bowl on the big screen.

Valentine’s Crafting event | Residents were offered a variety of crafts to create a special gift for someone or themselves, including cookie decorating, bracelet making, or Valentine’s Day cards.

Green & Clean | Community Assistants challenged residents to properly recycle and keep their spaces clean by awarding points. Pods with the most points received a Cafe card for \$15 per pod member and the floor with the most points got a party where they got to choose the food and activity to enjoy.

Upcoming Events

Plans are underway for a de-stress event to take place just before finals week. This event aims to provide students with a relaxing break before exams.

Facility Updates

Repairs are being completed in one of the shower rooms, with the work nearing completion. Facilities is focused on maintaining the comfort and functionality of residential spaces.

New Residents

A new resident moved in on Feb 22nd, and we have another applicant seeking housing for the spring quarter. We are in the process of reviewing applications and preparing accommodations.

Resident Departures

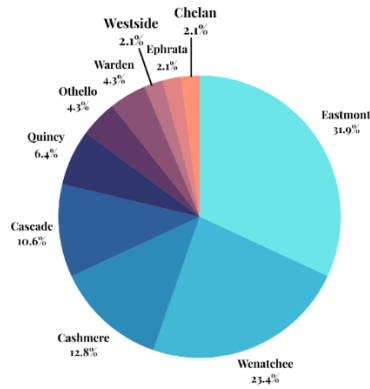
Two residents who left for winter break and had not yet returned have confirmed that they will not be coming back to the hall due to family issues. We are currently addressing their left-behind belongings and working on the next steps.

Grant-Funded Programs

- CAMP (College Assistance Migrant Program) – Supports migrant/seasonal farmworker background students in their first year of college
- Title V Initiatives – Institutional strengthening and Hispanic-serving institution (HSI) programs
- TRIO Student Support Services (SSS) - Supports first-generation, low-income, and students with disabilities

CAMP (College Assistance Migrant Program)

This past July 2024, CAMP received a \$2.4 million grant from the U.S. Department of Education’s Office of Migrant Education. With a 16-year legacy at WVC, this achievement secures full program funding through 2029. CAMP, a federally funded program, is designed to help students from migrant and seasonal farm working backgrounds during their first year of college. The program provides academic and financial support services to empower students, so they have a strong foundation to build upon as they work toward a bachelor's degree. WVC’s CAMP is one of only nine programs funded across Washington state and has served 825 students since its establishment in 2009. While applying to renew the grant, WVC CAMP received letters of support from community partners, including North Central Educational Service District (NCESD), CAFÉ, The Hispanic Business Council, Migrant Student Data Recruitment & Support (MSDRS), Eastmont School District, Wenatchee School District, Cascade School District, Lake Chelan School District, NCW Libraries, Opportunities Industrialization Center of Washington (OIC of WA), WorkSource, the YMCA, and Washington Office of Superintendent of Public Instruction (OSPI).



Current Data of 2024-2025 Academic Year

- CAMP reached its recruitment objective of 45 students for this academic year. The 45 CAMP Scholars are from different counties across WA (see picture above for breakdown).
- CAMP successfully hired, onboarded, and is developing 15 student employees for the academic year. These student employees serve as tutors, mentors, and office assistants. They are second year students who were a part of CAMP during their first year of college.

Fall 2024 – Academic Achievements

- CAMP celebrated a 100% retention rate during the first quarter as all 45 students who began the school year completed the quarter.
- As a cohort, their first quarter of college cumulative GPA was a 3.09.
- All 45 students received an ‘Individual Scholar Success Plan’ (ISSP) which is a detailed 2-year academic outline that has a student’s degree name, pathway, personal and academic goals, as well as a target institution of where they plan to transfer to after WVC.

Upcoming Events – March 2025:

CAMP is hosting its quarterly end of year celebration on March 20, 2025, by inviting a motivational speaker from *CoolSpeak: The Youth Engagement Company*. Juan Cangas will share a powerful message about overcoming self-doubt, remembering the reason they are pursuing a degree, and celebrating their achievement of completing another quarter of college.

On March 21, 2025, CAMP is partnering with the North Central Educational Service District (NCESD) for its annual WVC Migrant Leadership Conference. This annual conference is hosted at WVC and will be bringing over 300 parents and students of migrant/seasonal farmworking backgrounds to participate in various workshops to provide knowledge and guidance about the process of attending college, different careers, and resources available to them.

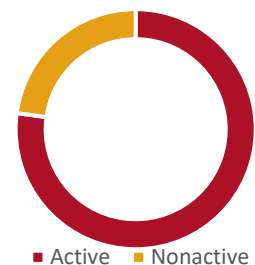
TRIO Student Support Services (SSS)

Student Engagement & Advising

TRIO advising appointments have increased with **20+** students meeting weekly. The TRIO Lounge has also seen a higher student presence, fostering a collaborative study space. Classroom presentations have enhanced recruitment efforts.

Student Data (2024-2025 Academic Year)

- 108 out of 140 students are actively receiving TRIO services since Fall and Winter.
- **\$49,467 in scholarships** awarded to TRIO students via the Wenatchee Valley College Foundation.



Past Events

- **Adulting 101: Financial Literacy** (Feb. 4th) – Guest speakers from WA Federal Bank covered financial literacy basics, including banking, debt management, and credit building.
- **Resume & Cover Letter Workshop** (Feb. 12th) – Students learned about resume formats, key components, and best practices for job applications.
- **TRIO Talk: Tackling Test Anxiety** (Feb. 20th) – TRIO tutor shared strategies to manage test anxiety and improve performance.
- **Knight at the Wild** (Feb. 21st) – Students attended a WVC-sponsored hockey game, engaging with TRIO staff and peers.
- **Game Knight with CAMP** (Feb. 26th) – Students learned about counseling, internships, and work-study opportunities while enjoying games and refreshments.

Upcoming Events

- “Transfer Madness: Navigating Your College Transition” on March 4th from 2:00-2:50 PM in MET 1219.
- “Major Decisions: What’s a Major/Minor?” on March 12th from 1:00-1:50 PM in MET 1219.
- “Chill Out & Conquer: Self-Care Survival Guide” on March 20th from 5:00-5:30 PM through Zoom.

ADMINISTRATIVE SERVICES

Brett Riley, Vice President

Administrative Services

- Administrative Services participated in the quarterly BAC meeting at Pierce College.
 - As Chair of BAC Operations Committee, the discussion concerning centralized accounting services through the SBCT is progressing. A white paper is being prepared for the April BAC meeting for discussion and next steps.
 - Administrative Services has continued to work with Choi and SBTC staff to develop enhanced fiscal health measures reports that serve the colleges as well and meet reporting requirements for NWCCU accreditation standards.

Budget & Internal Auditing

- The 2026 and state biennial budget- Initial revenue forecast outside of the state allocation have started being developed. Running Start and state FTE projections have been developed. Additionally, known factors related to the 2026 state allocation have been accounted for. We expect additional future allocation factors to start coming into focus after the March revenue forecast from the Washington State Economic and Revenue Forecast Council.

Fiscal Services

- Fiscal Services staff continue to work with our accounting consultants to complete their work on one remaining fund balance. We continue to plan for a financial statement audit this spring subject to Davis Farr's availability.
- As stated prior, the SAO has reached out to initiate an accountability audit. Given our current staffing, the SAO has delayed the audit until the first week of April.

Facilities and Capital

- Omak Health Sciences Center- No significant status change at this time.
- CTEI – We are looking to schedule a groundbreaking sometime in April. A summary of the deductive change orders is attached to this board report. Currently, we are within \$65,414 of our \$4 million dollar target.

Minor Works

- Facilities staff continue to make progress on several local and minor works projects across campus with the biennial deadline coming up in June.

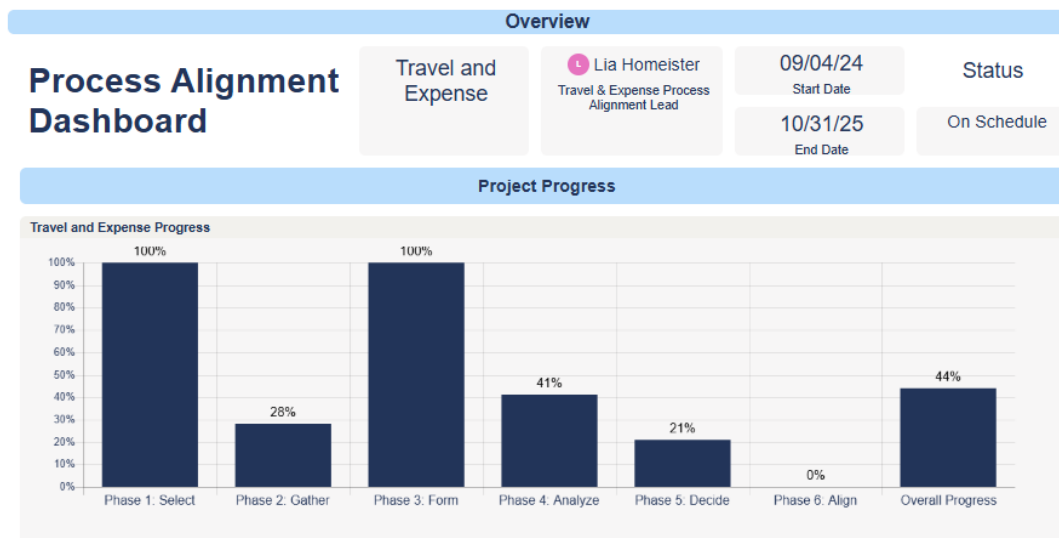
Safety and Security

- We interviewed two internal candidates and anticipate making a hire prior to the next board meeting.

Information Technology

- IT staff, Jason Hetterle, continues to lead the PAWs group in ctLink process improvement. Again, the initial focus has been travel and has taken the team into several other avenues that will become process improvements of their own.

[Process Alignment Dashboard - T&E - Smartsheet.com](#)



- Additionally, IT staff continue to work with campus stakeholders to initiate an expanded pilot program to replace Zoom with Teams as our official campus videoconferencing software.

HUMAN RESOURCES

Lisa Turner, Executive Director

Human Resource Board Report ~ March 19, 2025

I have completed 6 months of employment with Wenatchee Valley College. In this time the HR team and I have been working to align our work to the strategic plan priority 2, Creating a Culture of Excellence. The human resource work and goals are outlined below to frame our work for the remainder of the year.

Foster open and ethical communication, information sharing and inquiry

Current Work

- ❖ Human resource staff are attending division and department meetings in person to facilitate personal conversations and ask for feedback
- ❖ Facilitate supervisor and staff communication meetings to resolve conflicts and improve the department work environment
- ❖ Provide hands-on personal training for supervisors in accessing and understanding HR processes
- ❖ Facilitate a bi-monthly meeting between HR and the business office to collaboratively address and improve employee payroll and benefits issues
- ❖ Timely response to incident complaints and completing thorough investigations
- ❖ Weekly HR team meetings to stay current and timely in providing excellent customer service
- ❖ Model accountability in all communications.

Future Work

- ❖ Develop an HR directory for “who does what” in HR
- ❖ Update HR policies and procedures to align with the best practices and changes in laws
- ❖ Implement an exempt salary schedule for transparency, equity and support of employee growth

Advance talent development and succession planning

Current Work

- ❖ Employee evaluations and performance expectations are back on track for completion and tracking. The HR office is supporting our supervisors in completing this work for all exempt and classified employees
- ❖ We have implemented performance improvement plans (PIP) for employees with performance opportunities. Supporting and training supervisors to provide meaningful development for their employees
- ❖ Increasing opportunities for internal candidates to apply for and be considered for internal advancement

Future Work

- ❖ To be developed

Broaden opportunities for employees at all levels to influence and contribute to positive change

Current Work

- ❖ Human Resources will be facilitating the Collaborative Oversight Forum. This committee provides an opportunity for staff from all areas of the campus to share thoughts and ideas openly and respectfully.
- ❖ Each member will represent a group of employees and serve as a liaison between the cabinet and the employees at large
- ❖ Cabinet members will attend meetings with the role of listening and learning from our employees
- ❖ Meetings are scheduled monthly for the remainder of the year

Future Work

- ❖ To be determined

Encourage employee growth, wellness, and vitality

Current Work

- ❖ Develop and facilitate district wide training on email etiquette and workplace civility, April 2025
- ❖ Employee recognition at district wide meetings

Future Work

- ❖ Celebrate employee service and contributions in a consistent, timely manner
- ❖ Implement department onboarding for new hires for the 25-26 academic year
- ❖ Create and implement HR information blasts to all employees, on weekly basis

Support learning and scholarship to ensure quality, meaning and purpose

Current Work

- ❖ Supervisor training for managing the timesheet process and proper leave approval, January 24, 2025
- ❖ Supervisor training for the hiring process, April 11, 2025
- ❖ Supervisor training for managing employees and difficult conversations, July 2025.

Future work

- ❖ Review and update the hiring processes for each type of position.
- ❖ Reduce the time to fill positions by streamlining the process
- ❖ HR participation and guidance in each interview committee
- ❖ Create and manage training platforms to ensure consistency and compliance with all training requirements.
- ❖ Create targeted mentorships / Trainings for new supervisors

MARCH 2025 TRUSTEES REPORT

ASPIRE

Advancing an equity-minded, data-informed culture of inquiry and continuous improvement.

March 19, 2025

Building and Sustaining a Data Culture

Surveys

One of the ways we interact with the community is through surveys. We try to be careful about flooding the community too many which can produce survey fatigue and lower response rates. In Winter quarter there were two surveys focused on faculty and Spring quarter will have one targeting both faculty and staff.



Figure 1: Rolando Rincon, ASPIRE Intern, coding in R while working on a data set for the Foundation

- **High-Impact Practices (HIPs) Survey** – The Educational Achievement/Assessment Committee is currently conducting a survey, administered by the ASPIRE group, on HIPs used in faculty teaching. HIPs have been shown to increase student engagement and retention (Kuh, 2008). Internships, for example, are a HIP (See Figure 1). The data from this survey also helps evaluate the metrics for the strategic plan (**Strategic priorities 3.1, 4.4 and 5.4**).

- **Advising Survey** - In conjunction with Title V, ASPIRE is conducting a short survey to get baseline data on faculty advising. This initial survey is an initial count of the number of students who seek out advising services from faculty and what type of modalities they utilize to advise. The survey is still active and currently has approximately a 40% response rate (**Strategic Priority 5.4**).

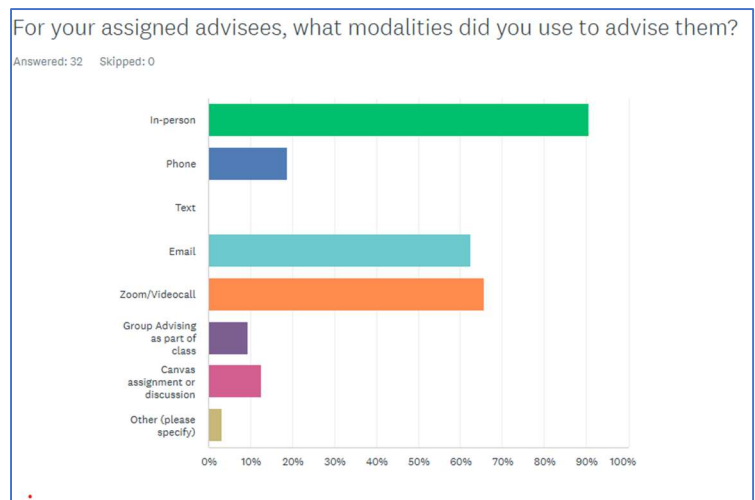


Figure 2: Advising Modalities

- **PACE Campus Climate Survey** – WVC has contracted with the Belk Center at North Carolina State University (Go Wolfpack!) to administer the PACE Campus Climate Survey. This survey gets administered every two years to gauge the climate of the college in four domains: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus.

Additionally, we selected Student Success as our one free add-on question set as well as some customizable questions. The PACE survey will give us comparisons with 1) the normbase of the 170 community colleges that participate, 2) institutions that offer similar degree programs based on Carnegie Classification, and 3) our previous administration of the PACE survey results to measure growth. We should have the results of the survey in mid-summer (*Strategic Priorities 2 and 4*).

First Fridays Professional Development (*Strategic Priorities 2.2, 2.3, 2.5, 5.4*)

To help faculty and staff learn more about how to use data dashboards to get information as well as think critically about data, ASPIRE and the Assessment Coordinators have instituted a new professional development program that we have dubbed “First Fridays”. These quick, one-hour sessions will be held both in-person and online to maximize participation and will be recorded for those who cannot attend. Recording also builds a video repository that community members can access at any time in the future.

Our First Friday “trial run” was targeted toward faculty and was held on March 7 from 11 am – noon and focused on the [Course Success Dashboard](#) (Figure 3) available on the [Institutional Research](#) website. Thirteen participants attended along with the three faculty assessment coordinators. Feedback from participants as well as faculty who watched the uploaded video was that the training was helpful and that they appreciated the chance to ask questions and to give suggestions for new ways to parse out data. Faculty also said it was interesting to hear what other people want to explore and suggested future sessions that would include a brief presentation from participant members on how they used data to explore a question and make a change.

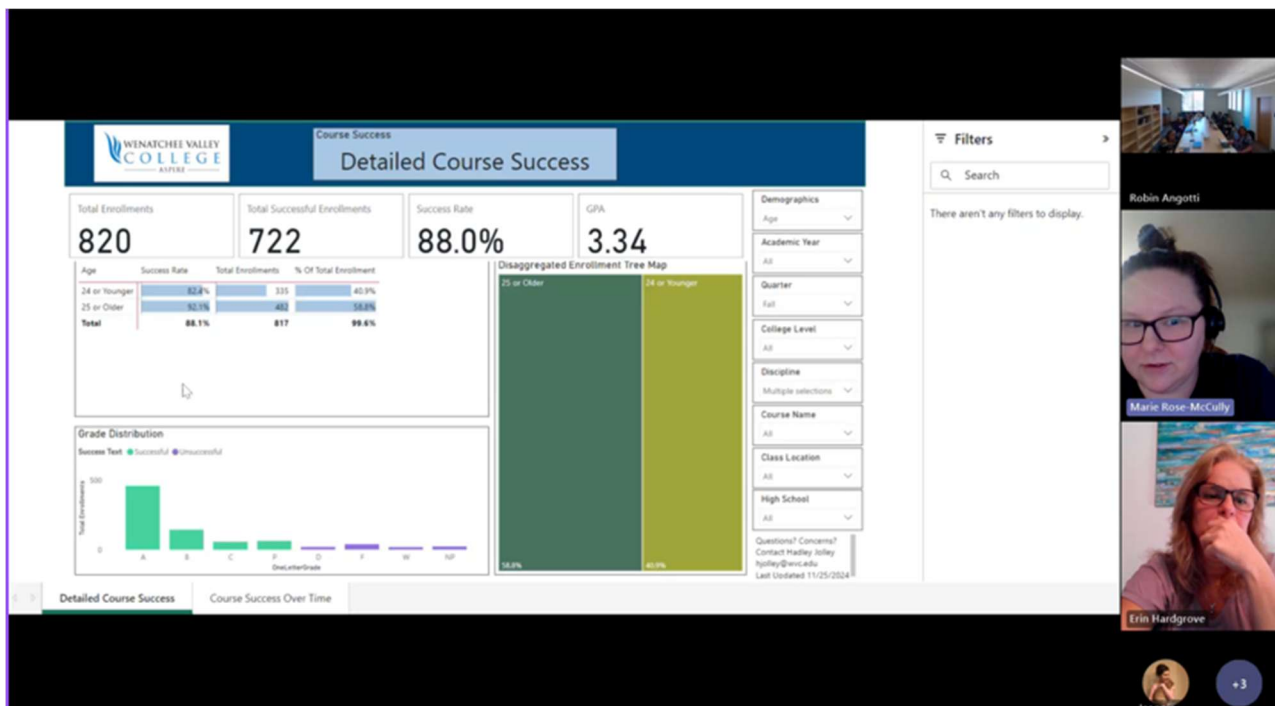


Figure 3: First Friday Workshop

As a bonus, the questions that participants asked and feedback we got have allowed us to improve the dashboard by adding definitions of terminology and metrics which will make it even more useful. Participants want more future training on dashboards and suggest a training on using AI to do simple exploration of datasets. Additionally, they thought that it would be helpful to have a deeper understanding of statistics for doing assessment work to explore the efficacy of an intervention (i.e. before / after analysis).

Data and Dashboards (Strategic Priority 5.4) – We communicate data to the community by several methods. One is in direct response to data questions. Another is through the data dashboards on the ASPIRE website. In March, the ASPIRE team was hard at work in both communication strategies and in the data domains outlined in the February board report. We have been filling both ad hoc data requests as well as revising and updating current dashboards, building new dashboards, and migrating dashboards from Tableau software to PowerBI. Utilizing PowerBI has financial savings of thousands of dollars per year in software licensing (**Strategic Priority 1.1**).

Institutional Data—This is data that is collected about the college and includes things like Instruction, Enrollment, Student Success, etc. Since the last board report, ASPIRE:

1. Created a draft enrollment monitoring dashboard that updates live. When finished, this will enhance the enrollment dashboard that is currently available and used regularly.
2. Created a draft Employee Demographics (Figure 4) dashboard in PowerBI (to replace the Tableau version)

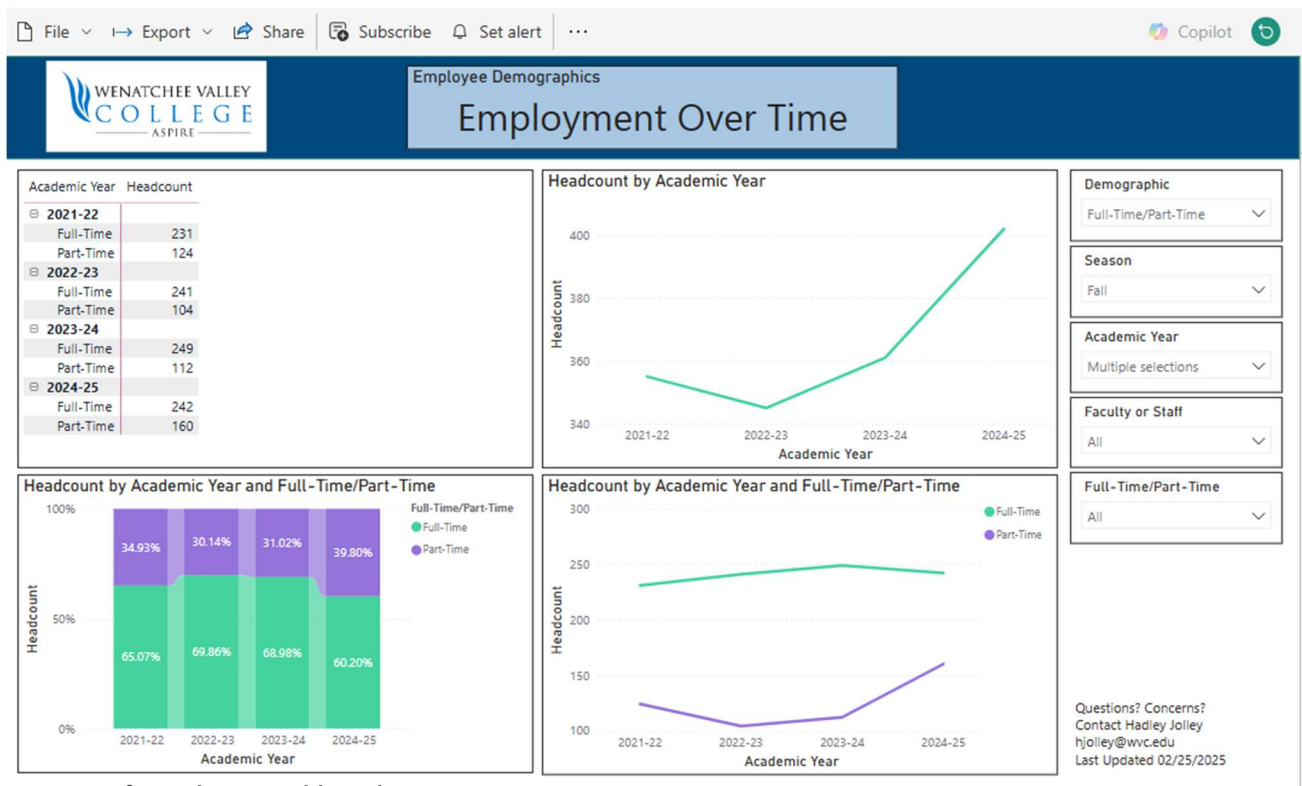


Figure 4: Draft Employee Dashboard

3. Created a draft Teaching Modality dashboard in PowerBI. This is a request from faculty and administration to better understand how teaching modality impacts enrollment.

4. Updated Student Demographics dashboard after a data error was found.

Program/Division/Group and Ad hoc Data —Drilling down in smaller chunks from institutional data is data for smaller subsets such as instructional and non-instructional units. Note that this is not an inclusive list, ASPIRE handles many of these types of data requests each day. An example of data requests since the last board report:

1. Data on “College in the High School” enrollment
2. Data on the machining program alumni
3. Additional data for Transitional Studies
4. Foundation data on former students which was cleaned and synthesized to be more useful

Public Facing Events (*Strategic Priorities 2.1, 2.3, 6.1, and 6.2*) — In order to foster a data culture, ASPIRE diligently works to increase our presence both within the campus community and the broader Wenatchee community. Since the last board report:

1. **All District Meeting** - Presented a follow-up on the values activity from President’s day at the All-District meeting. This included how the word cloud was developed as well as the idea for COILS and what it stands for (Figure 5).



Figure 5: All District Meeting

2. **MESA Day** - Presented a workshop for MESA students on 1) Core Values where we conducted an activity like the one from President’s Day and 2) Educational Mindset and how to foster a growth mindset instead of a fixed mindset to improve their educational outcomes (Figure 7).



Figure 6: MESA Day

An interesting note is that the MESA students produced a core value word cloud that had three of the top words in common as the one that the faculty and staff created without seeing or knowing about the one the faculty and staff created.



Figure 7: Mesa Word Cloud (correct words but not the actual final aesthetic cloud)

3. **Paving Your Path (YMCA)** - On March 29, ASPIRE will be presenting a session on how to get started in post-secondary education at the “Paving Your Path” workshop offered by the Wenatchee Valley YMCA. This workshop is a personal and professional growth workshop targeting high school juniors and seniors from Wenatchee Valley to Leavenworth. The focus is on college age students from alternative schools (enrolled or not), tech centers, unemployment offices, Work Source and Skill Source. This 45 min session will allow for sharing pathways to higher education including WVC and an insight (or two) into data!

Omak Campus

Cal Goolsby, Campus Dean

PRIORITY 1: BUILD STEWARDSHIP, EFFICACY, AND INSTITUTIONAL FINANCIAL HEALTH

As part of the Shared Governance process, Dean Goolsby meets with the WVCO Student Senate during their regular meetings to discuss finances and spending. This ensures that the funds are spent in a mindful way, helps the students understand the College's financial procedures, and introduces them to budgeting in a business environment.

We are also looking into whether there are certain processes we can automate easily to provide more time for our faculty and staff to do their normal work. For example, things like putting together packets or stapling things can take up valuable faculty time for a task that could be accomplished by a copier.

PRIORITY 2: CREATE A CULTURE OF EXCELLENCE

The WVCO Space Use Committee is active again and are looking for ways to better use the limited space we have on campus. More attention will be paid to class sizes compared to room sizes, so that the largest rooms are available for the largest classes. (This has not always been the case; room assignments have often been determined by instructor preference.)

PRIORITY 3: BECOME A PREMIER STUDENT-CENTERED COLLEGE

Omak sent students to Knight at the Wild on February 21st, where Dean Goolsby dropped the ceremonial puck.

Student Senate, faculty, staff and students are working on a project where words of affirmation are written on brightly colored signs, weatherproofed, and posted all over campus. So far, they have over 50. Messages are intended to be supportive of all our students; some examples are, "Don't worry. We got you, Boo.", "Seeing you makes us smile", and "You Slay!".

Dean Goolsby continues to attend student events and get to know individual students on campus. The joy of a small campus is that faculty and staff can really get to know our students and be readily available to them if they need help or advice.

Student Senate is looking into redecorating the Student Center. Dean Goolsby has asked that they hold off, until we know the disposition of the 900 building. We may be able to create a new Student House without significant capital outlay.

PRIORITY 4: ADVANCE ACADEMIC EXCELLENCE IN TEACHING AND LEARNING

The joint History/English study group is working very well. Anecdotally, we are seeing students have better success in both classes. We will see if this translates to higher grades. In the meantime, faculty are being encouraged to form cooperative labs like this to help students synergize their abilities.

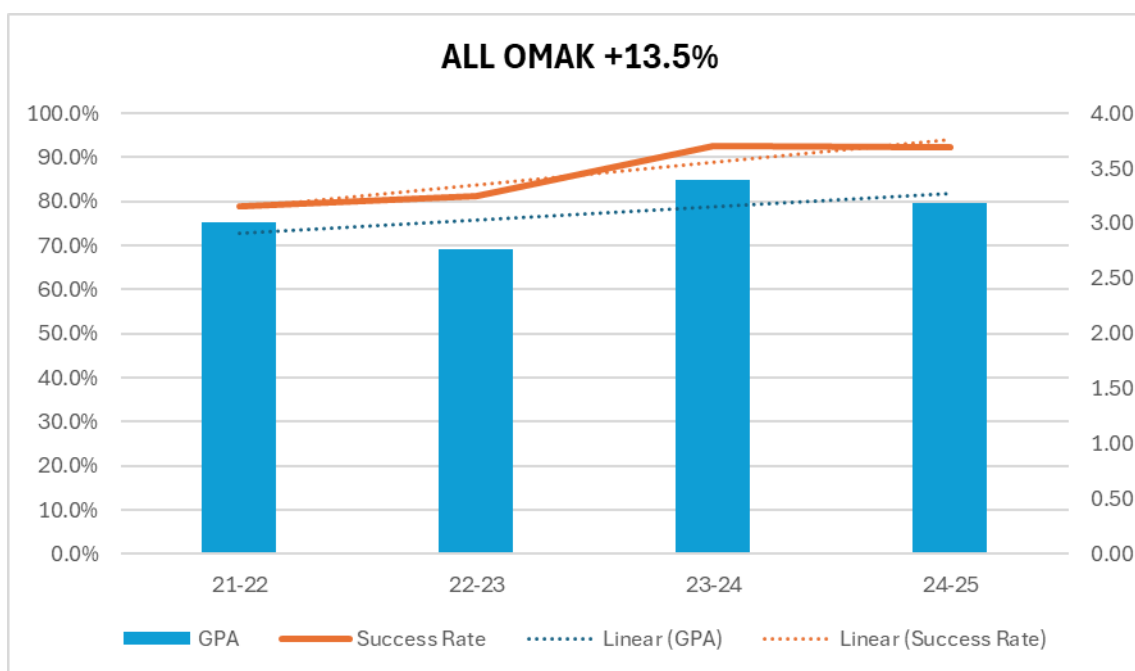
Paschal Sherman Indian School has asked that WVCO provide teaching courses to their non-credentialed teaching staff. Dean Goolsby is working with Principal Liz Bremner to determine which courses are most needed, and to make plans for this to be an ongoing relationship as Paschal Sherman expands to Grade 12.

Dean Goolsby and Dean Donnelly are working together to advance more workforce education programs in Omak, including Wildland Fire, EMT, and perhaps the beginnings of a fisheries program. We will be reaching out to businesses and non-profits in the community to make sure we understand our community’s needs and projected growth sectors.

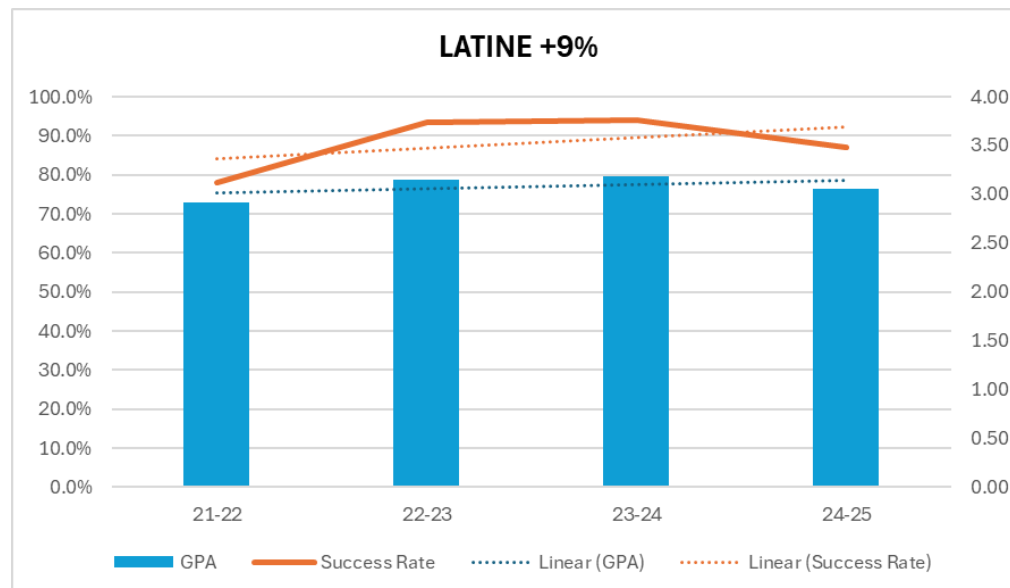
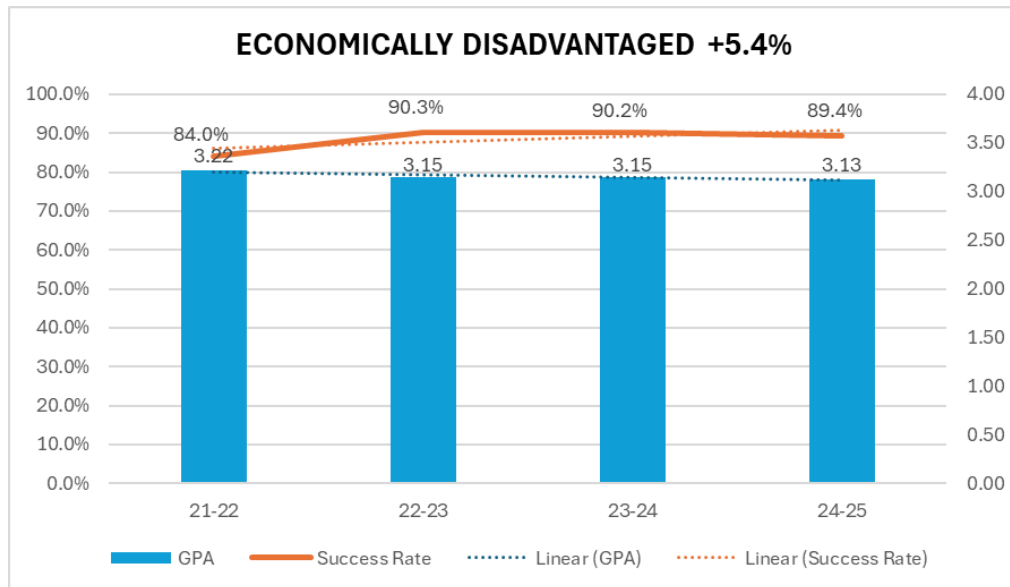
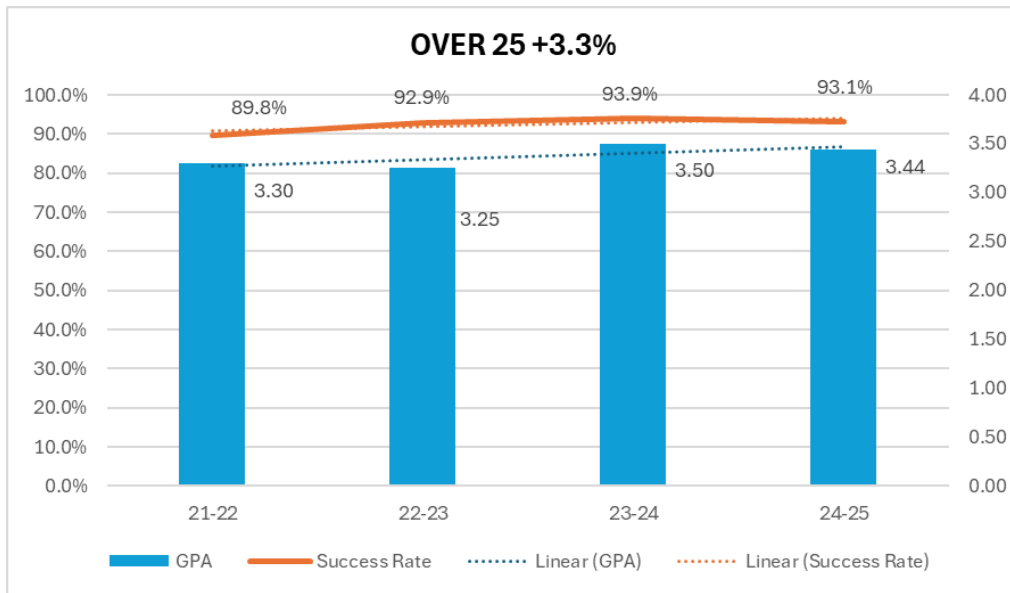
PRIORITY 5: CLOSE EQUITY GAPS

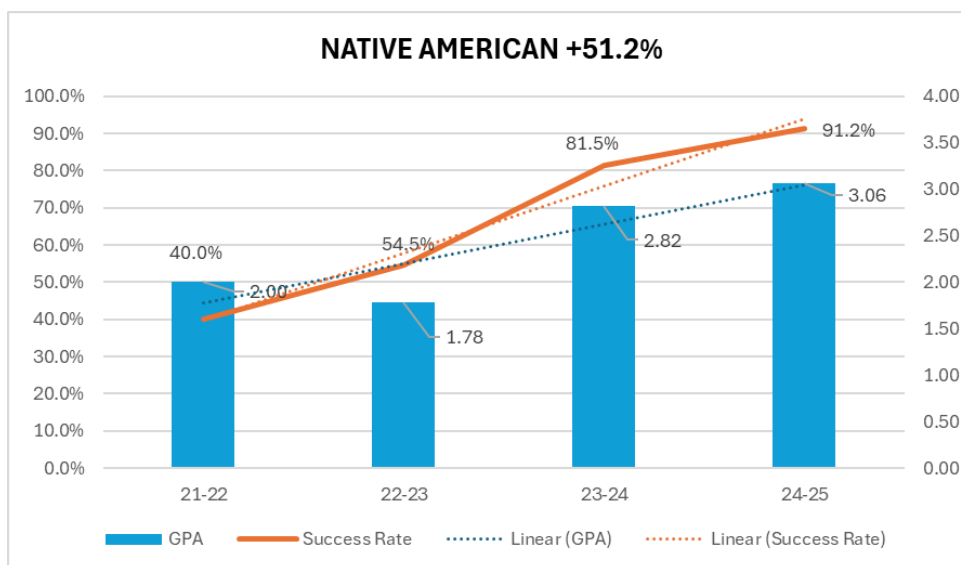
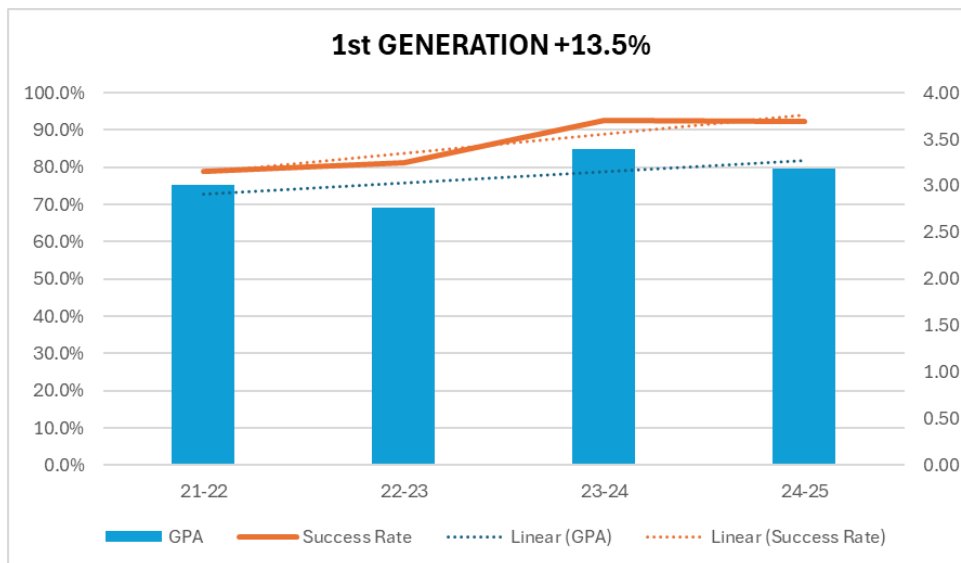
Statistics for Omak do not include students who only take online classes. Unfortunately, there is no way to disaggregate the State data to isolate that group. All stats for WVCO reflect students who have taken at least one in-person class.

Statistics show that the Omak campus is making good strides toward closing equity gaps in both GPA and Success Rate. The Campus as a whole is showing double-digit increases in Success Rate since the COVID-19 pandemic. This was expected, once things stabilized and students became more willing to take face-to-face classes. The following charts show the campus as a whole, and then increases in success rate among at-risk populations. All at-risk demographics have improved Student Success rates significantly since Fall Quarter 2021-2022.



Post-pandemic, the Omak Campus has seen a 13.5% increase in Student Success rate. While there is no solid data being collected on Student Success nationally, we consider this to be a significant and excellent outcome so far. The following graphs break this down by different at-risk demographics:





PRIORITY 6: POSITION THE COLLEGE AS A COMMUNITY-FOCUSED REGIONAL ANCHOR

Omak Campus’ student group Community Engaged Knights sponsored a Clothing Exchange on campus, March 5-6. Several students now have new wardrobes.

WVCO had a significant presence at Knight at the Wild, along with our Wenatchee colleagues.

Dean Goolsby and Campus Life and Diversity Coordinator Edith Gomez are working with the Public Information Office to order banners for the Omak Campus, much like the ones in Wenatchee. We hope these will set our campus apart from the general neighborhood and also bring awareness to the campus within the community.

Scrubs Camp was on the Omak Campus on Friday February 28th. We hosted 120 high school students who are interested in the medical field, on 4 different tracks of study. It was wonderful to see so many students on campus, all chattering about how much they were enjoying their sessions and how great it was to have it in Omak. Thank you to Nancy Spurgeon and Rubén Betancourt for organizing and keeping things rolling all day.

Dean Goolsby met with Principal Irv Smith of Tonasket on February 24th as a “get to know you” outreach. Principal Smith expressed a great desire to move away from far-away partners and work with WVCO for his College in the High School needs. He will send over a list of courses and programs that he would like to see, and we will continue the conversation to provide courses to Tonasket. (Thank you to Community Outreach and Recruiting Coordinator Karina Mendoza-Flores for making the introductions.)

Likewise, Dean Goolsby has a meeting scheduled with Methow Valley School District on the 27th to discuss collaboration between MVSD and WVCO. The District has expressed a desire to work with us, and we are excited to hear what they have to say.

Dean Goolsby attended a lunch meeting with representatives from the WVC Foundation and the WVCO Foundation to discuss Alumni Day. Omak will be hosting events in cooperation with Wenatchee on that weekend. Dean Goolsby has agreed to be in the Dunk Tank, though they may not be dressed as well as President Harrison was for his turn recently.

WVC FOUNDATION

Rachel Evey, Executive Director

Foundation Leadership

The WVC Foundation is a nonprofit charitable organization governed by a group of volunteer community members. The foundation is actively recruiting new members. If trustees have any recommendations, please refer them to executive director Rachel Evey.



Figure 1 - The Wenatchee Valley College Foundation board of directors at their annual retreat in Fall 2024.

WVC Alumni Week

The WVC Alumni Network, a program of the WVC Foundation, will be hosting the inaugural WVC Alumni Week May 14-17. The multi-day event will celebrate the vibrant and growing community of WVC alumni. Thanks to the generous support of our presenting sponsor, Microsoft, all events are free.

The WVC Alumni Network, a program of the WVC Foundation, is designed to reconnect alumni with their alma mater and foster connections among graduates. Alumni Week aims to bring former students back to campus, strengthening the ties that unite us all.

WVC Alumni Week

Date	Time	Activity	Location	Department	Audience
Wednesday May 14	5:30-7:30pm	Free headshots and networking hours	Maguire Conference Center	WVC Alumni Network	WVC Alumni
Thursday May 15	6-8pm	Open mic	MAC	English Department	WVC Alumni
Friday May 16	7-9pm	Dance	Wells Hall Theater	CAMP & TRIO	WVC CAMP & Trio Alumni
Saturday May 17	TBD	Alumni games and dunk tank	WVC Wenatchee	Athletics: Women's and Men's Soccer	WVC Athletics Alumni
Saturday May 17	TBD	Dunk Tank	WVC Omak	WVC Omak	WVC Omak Alumni

Distinguished Alumni Award

The Wenatchee Valley College Foundation is now accepting nominations for the 2025 WVC Distinguished Alumni Award. Nominations must be submitted online at <https://bit.ly/WVCDA> by March 28, 2025.

Established in 1975, the WVC Distinguished Alumni Award recognizes an alum who has:

- distinguished themselves in their chosen professional field
- made significant contributions to their community on a local, state, national or international level
- demonstrated integrity in their personal life and gained the respect of their peers.

To qualify, the nominee must have attended WVC for a year or longer. Self-nominations are permitted. A group may be considered for this award, but all members must be WVC alumni.

Recent recipients include clinical social worker Ricardo Escobedo (2024), Omak entrepreneur Dennis Carlton (2023), community volunteer Darrel Dickenson (2022), Eastmont educator Jaime Ramirez (2020), and NCW Libraries executive director Barbara Walters (2019).

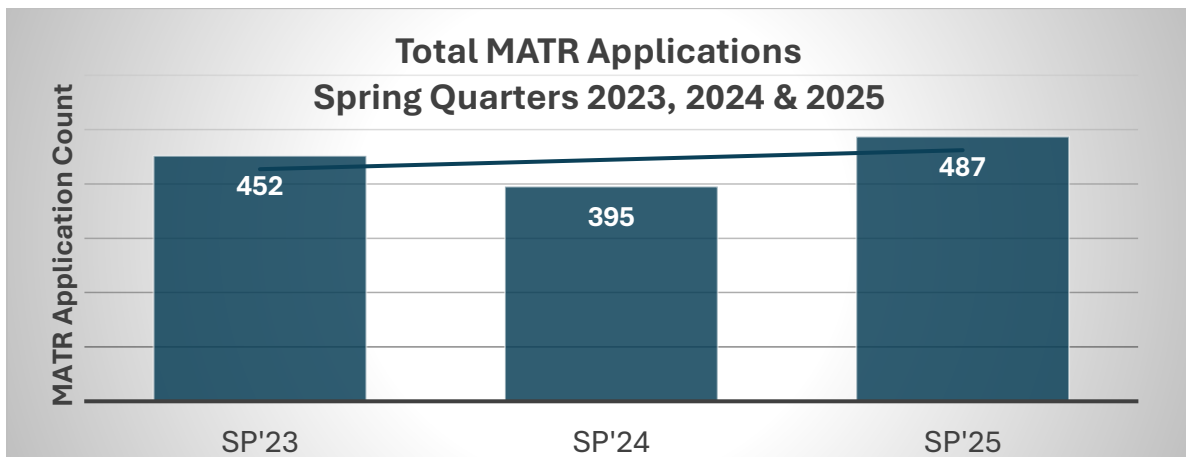


Ellia Sablan-Zebedy, Dean of Strategic Enrollment & Student Success

March 2025

Report to Dean Sablan-Zebedy

- Concurrent Enrollment (Running Start, CiHS and CTE)
- Admissions & Enrollment Services
- Academic Advising & Student Success (First Year Experience)
- Financial Aid & Scholarships
 - Veterans Services and Student Employment
- Student Access (Accessibility Services)



As of March 07, 2025

- WVC received over 2,000 applications of which a total of flagged for possible fraudulent applications stands at:
 - R09 – 1,225
 - SXF – 146
 - SXI – 342
- Of the MATR applicants, 369 students are in the onboarding pipeline under the Educational Planning Department. 63% completed Math placement, 65% completed English placement and 51% completed placement or waived from placement. Over 100 new students have enrolled for their Spring quarter classes.

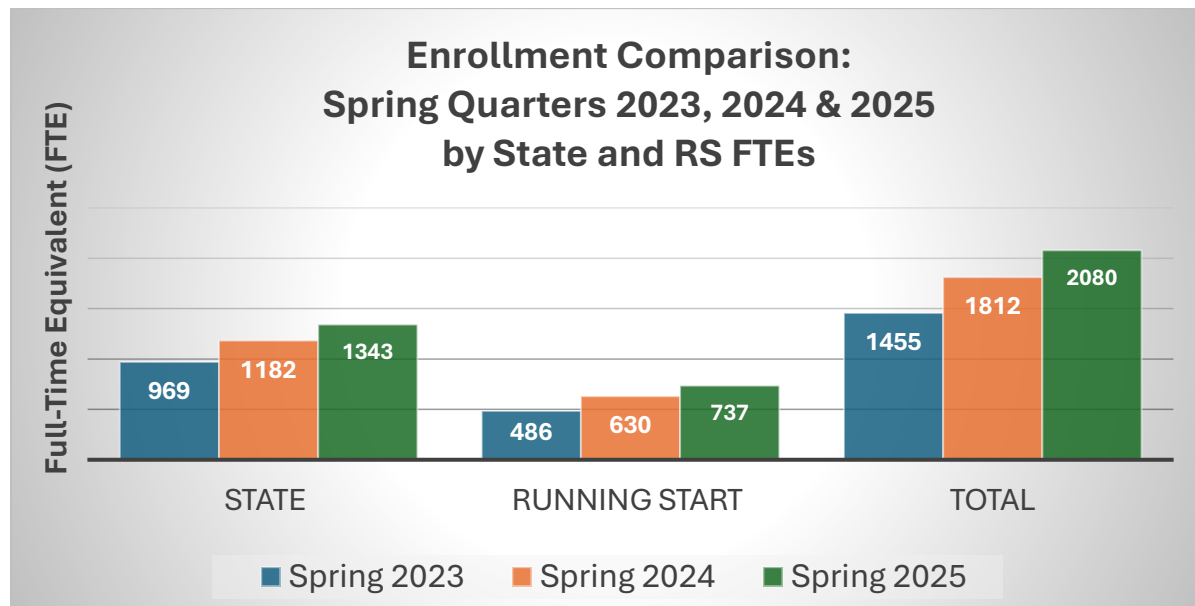
Educational Planning	Spring 2024	Spring 2025
Onboarding (head count)	283	369
Done with Math placement	205	203
Done with English placement	211	208
Done with placement	195	167

Ellia Sablan-Zebedy, Dean of Strategic Enrollment & Student Success

First Year Experience

From February 16-19, Noah Fortner (Acting Director of First Year Experience), Dulce Morgado (Puente Navigator), Adamari Hernandez (Puente Navigator), and Karina Mendoza-Flores (Outreach & Recruitment Coordinator) attended the 44th Annual Conference on The First-Year Experience in New Orleans. Presenters from colleges and universities from across the country shared their success, struggles, and best practices on a variety of topics related to the first-year experience.

The team learned a lot from this experience and they have brought back several ideas that they would like to implement at Wenatchee Valley College. For example, one institution picked a theme every academic year and choose a book and a film that resonated with the theme. First year students get free access and to either watch the film or read the book, they discuss how it connects to the theme in a writing assignment. This allowed students to connect with the media and with each other in discussions and created a shared experience to help build community. Another institution integrated First Year Experience topics (e.g., time management, grit, personal finances) into a variety of required courses like freshman composition, instead of having a first-year seminar course. In one first-year seminar, students were required to complete scholarship applications and attend at least two campus events for class assignments. For additional funding, many colleges and universities utilized Title III grants, this may be an avenue to explore as we look to expand First Year Experience services.



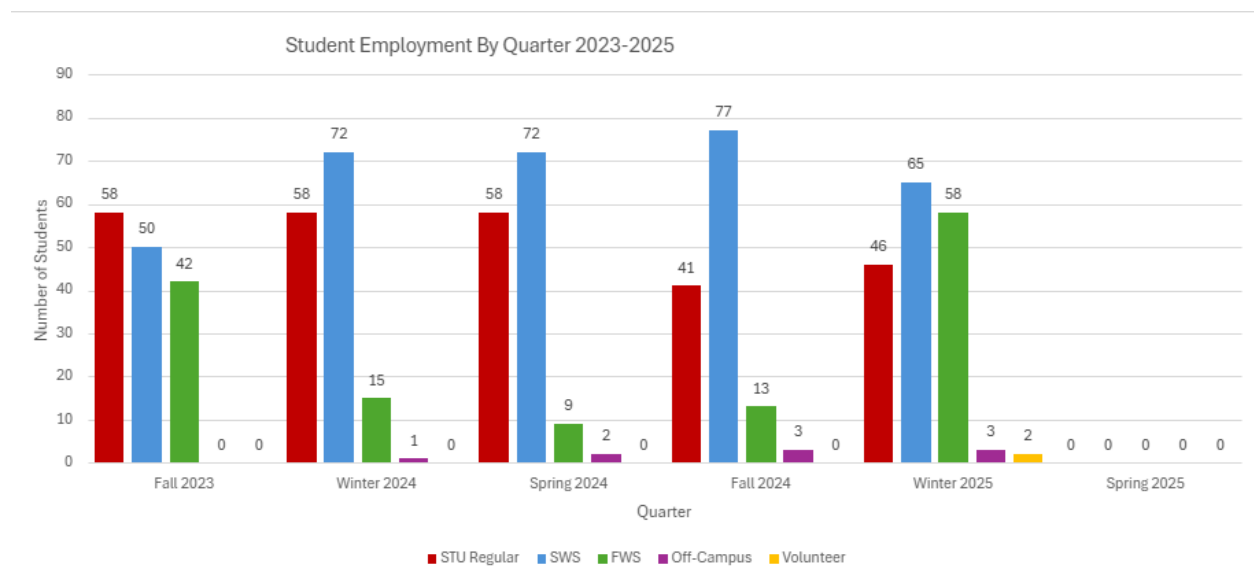
As of March 07, 2025

- Total enrollment for Spring Quarter 2025 is up by 12.8% compared to Spring 2024 and up by 30% compared to Spring 2023 as of March 7, 2025.

Ellia Sablan-Zebedy, Dean of Strategic Enrollment & Student Success

- Both State and Running Start FTEs are trending upward, which suggests that retention is holding strong and WVC is enrolling new students.
- To break even with Spring 2024 enrollment, WVC needs an additional 205 FTE. We still have three weeks before classes start on April 01, 2025.

Student Employment



Student Employment Overview:

The Student Employment program at Wenatchee Valley College provides students with the opportunity to work on campus, and if eligible, use Work-Study funds based on their financial aid package.

2024-2025 Allocations:

Federal Work-Study: \$115,183.00

State Work-Study: \$163,210.00

These allocations are provided to WVC by the Department of Education and Washington Student Achievement Council to award eligible students and employ them across various departments to build their professional skillsets and earn wages to support their educational needs.

STUDENT ACCESS SERVICES (SAS)

MEET OUR TEAM

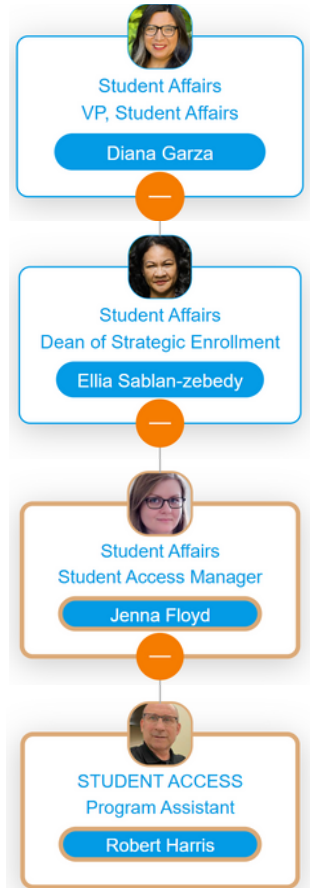
We operate under the supervision of Ellia Sablan-Zebedy, the Dean of Strategic Enrollment and Student Success.

Jenna Floyd, Student Access Manager

- B.S. in Psychology; M.S. Experimental Psychology (all but thesis); M.S. in Academic Advising (expected May 2025)
- Joined WVC in 2020 as TRIO SSS Program Assistant, then TRIO SSS Retention Specialist in 2021
- Became the SAS Manager in July 2024

Nick Harris, Student Access Program Assistant

- B.S. in Paramedicine; US Army Veteran
- Retired from a 25-year career as a Firefighter/ paramedic in 2016
- Joined WVC in 2016 as our Allied Health Medical Sim Lab Tech
- Became SAS program assistant in 2022
- Spends his winter quarter Saturdays co-teaching EMT 151



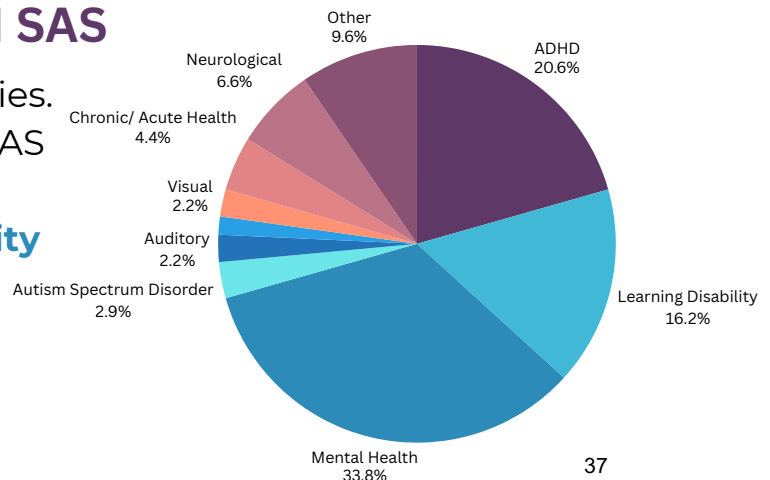
FALL 2024 RECAP

351 TESTING HOURS	We helped faculty and students by proctoring <u>141 accommodated exams</u> in the Student Access Testing Center (351 hours!)
28 STUDENTS NEWLY APPROVED	28 students registered with SAS and started using accommodations this fall. This brought the <u>total to 168 students with approved accommodations</u> (102 took classes in fall)
242 ACCOMMODATION REQUESTS	We navigated <u>242 requests</u> for accommodations this fall for <u>150 classes</u> . We worked with <u>82 faculty members</u> to assist them with these requests.

STUDENTS REGISTERED WITH SAS

Students have a wide range of disabilities. About 1/4 of students registered with SAS have more than one disability.

- About **16%** have a **Learning Disability**
- About **21%** have **ADHD**
- About **34%** have a **Mental Health Disability**



STUDENT ACCESS SERVICES (SAS)

SAS Mission Statement

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.

A BIG Thank You to the Professional Development Committee!

Thanks to professional development funding, our SAS manager will be attending 2 virtual (asynchronous) classes this Spring:

- “Just Say No” (Mar 17-Apr 11): covers how to appropriately deny accommodations with confidence and legal compliance
- “Reviewing Policies and Procedures” (Apr 14 - May 9): 18 important policies for disability services and 1:1 consultation

HERE ARE SOME OF THE THINGS WE ARE FOCUSING ON THIS YEAR:

Some are part of our “Area Plan,” others are less official

SAS Goal	Why it Matters	Fitting Into WVC
Update SAS registration requirements	Aligns with national and state trends*; still legally compliant**; increases access for historically marginalized students.	Aligns with our Strategic Plan Priorities: Close Equity Gaps
Increase Awareness of SAS	Only 3% of WVC students use SAS. National data suggests it should be closer to 21%***!	Aligns with Strategic Plan Priorities: Close Equity Gaps; Position WVC as Regional Anchor
Infuse responsibility of teaching and learning into SAS	K-12 and post-secondary accommodations are very different. SAS can help educate students about their “wants” vs. “needs, responsibilities, and rights.	Aligns with Strategic Plan Priorities: Become Premier Student-Centered College; Excellence in Teaching & Learning
Revise accommodation processes	Providing clarity to staff, students, and faculty regarding expectations; facilitating communication; greater transparency.	Aligns with Strategic Plan Priorities: Create Culture of Excellence
Start tracking for comprehensive assessment (e.g., retention, persistence)	The purpose of SAS is providing “access” (vs. success), but we still want students to succeed; helps staff focus energy/time/effort appropriately.	Aligns with our Strategic Plan Priorities: Create Culture of Excellence; Close Equity Gaps

*AHEAD Guidance | ** ADA 2008, FR 81, p 53204; 28 CFR 36.309(iv); (WAC) 132A-350-050 | ***National Center for Education Statistics (NCES)

STUDENT ACCESS SERVICES (SAS)

WHERE ARE WE?

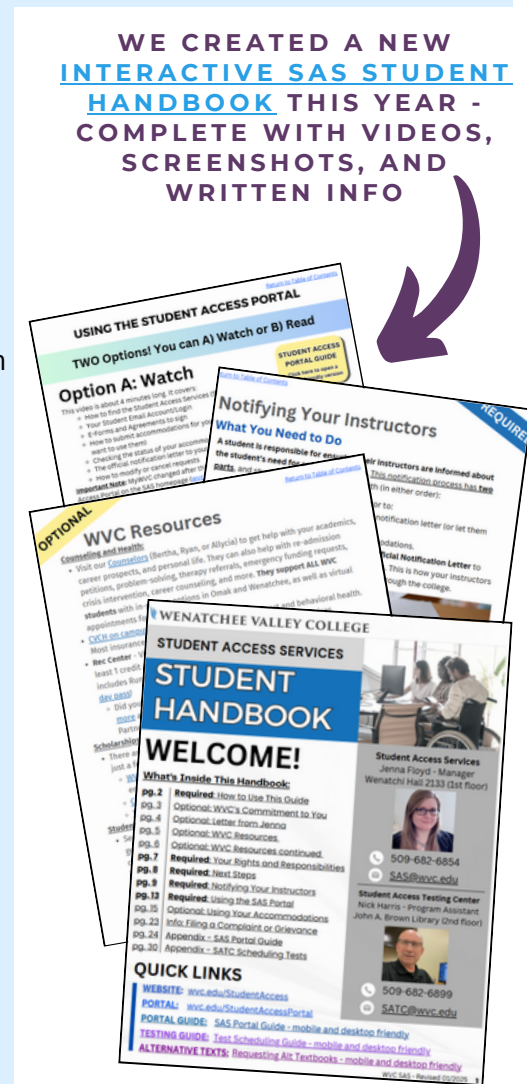
SAS is unique in Student Affairs. First, we're housed in two spots on campus (the Student Access Testing Center is in the library and the SAS manager's office is in Wenatchi Hall). Second, a large part of our work takes us out of the office - meeting with faculty, facilities, IT, and other departments. SAS must also regularly review legal cases, consult research, and do the legwork to (sometimes physically) look at ways to facilitate evolving accommodation needs in our classrooms. When we aren't meeting with Students or proctoring exams, these are some of the things we're doing:

Committees/Affiliations SAS staff actively participate in:

- WVC's Academic Support Committee
- WVC's Coordinate, Assess, Respond, and Education team (CARE)
- WVC's Crisis Recovery Team
- WVC's Safety Committee
- WVC's Accessible IT Group
- WVC's Student Affairs Leadership Team (SALT)
- Washington Association on Postsecondary Education and Disability (WAPED)
- Disability Support Services Council via SBCTC (DSSC)
- Association on Higher Education and Disability (AHEAD)
- WVC's 2025 Graduation Committee

Collaborations:

- School District Collaborations to help K-12 transition (Omak, Tonasket)
- Veteran's Services and Counseling Services (new) Quarterly Veteran's Advising Day
- Counseling Quarterly Welcome to students (Crunchpack)
- SDS 112 (Summer Boot Camp) guest lecture
- Orientation presentations for nursing, Workforce Grants, Running Start, tabling/games at Puente Orientation, Launch Week presentations
- SkillSource Summer Internship for people with disabilities (w/TRIO & Student Employment)



WHAT'S NEXT IN SAS? GREATER FACULTY SUPPORT

Faculty members have several responsibilities related to accommodations. Disability services (SAS) can be intimidating and overwhelming. Nobody wants to say or do the wrong thing.

In SAS, we take our role of **protecting the integrity of the college curriculum** very seriously. While housed in Student Affairs, SAS supports Instruction as much as students. SAS wants to ensure the faculty know they are seen as important partners in the accommodation process. We're here for them too!

A future goal is to build a culture of trust and partnership by building relationships and providing resources. We're currently developing resource guides, videos, handbooks, policies, quick sheets, and surveys. Most of all, **we're listening to faculty** concerns and questions. Treating 2024-2025 as a "pilot" year to learn, SAS hopes to have faculty resources ready to go next fall.

Positive Outcomes & Opportunities



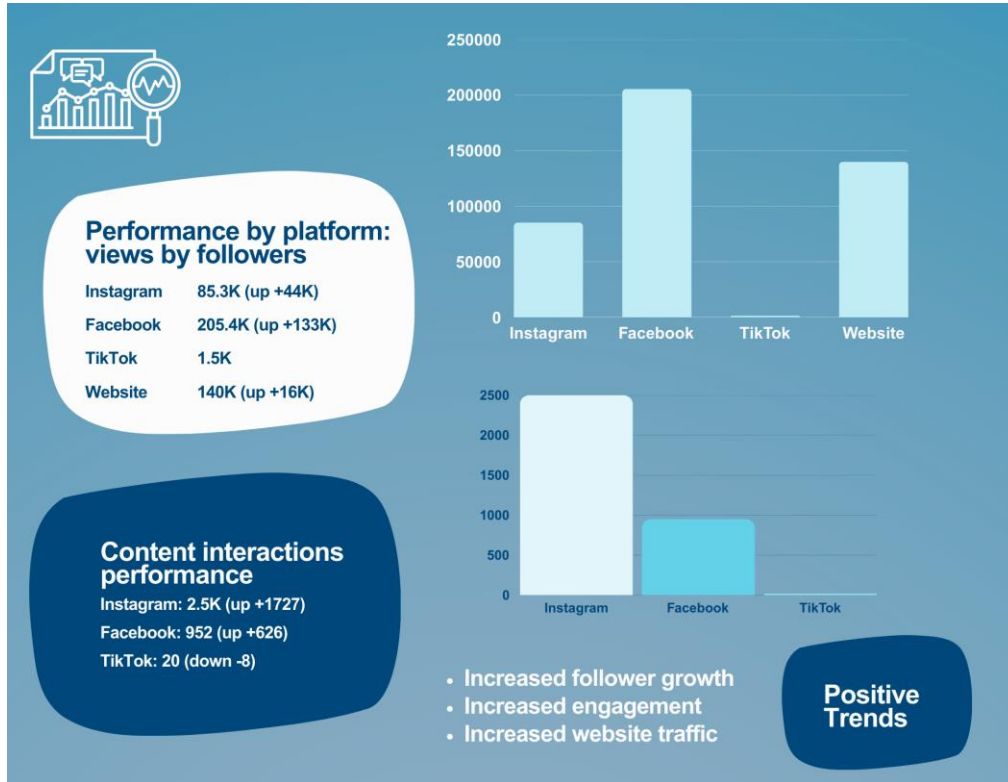
Positive Outcomes

This month, the Public Information Office has focused on showcasing student life on our Wenatchee and Omak campuses, improving our social media presence, and building relationships with community partners from Columbia Valley Community Health, Sustainable NCW, Numerica PAC, Write on the River, and more.

In February, we held our Winter 2025 All-District meeting with staff attending in Wenatchee and online in Omak. Staff and faculty presented on how their work is advancing our strategic plan priorities, President Harrison provided a State of the State, and we held a raffle for both campuses.

I continue to dedicate my time to getting to know our faculty, staff and students individually and in small groups, and have begun sharing more regular updates with our community from PIO to highlight events, community accomplishments, and information about how colleagues can work with us. We are seeing an uptick in marketing requests, newsletter submissions, and connectivity with both campuses.

Understanding Current Engagement



Over the past month, we have seen growth in our views, reach, interactions, and follows on social media, as well as increased traffic to our website. PIO is posting and sharing stories more frequently and we are seeing traction in our engagement from students and community partners.

By keeping our finger on the pulse of what's happening at WVC, we can cultivate a more authentic social media presence that highlights events on both campuses, classes, important deadlines, student clubs, and the work our staff, faculty, and alumni do for our communities in NCW.

While it is challenging with our small team's limited capacity, we are seeing positive outcomes in investing in building the culture of our college through positive, uplifting, and real stories.

Top ten visited web pages

1. Homepage – wvc.edu
2. MY WVC
3. Areas of Study
4. Academic Calendar
5. Apply for Admission
6. Medical Lab Technology (Active digital marketing campaign)
7. MyWVC/ctcLink Resources
8. Calendar
9. Get Started: Where to Apply
10. Employment Opportunities

Creative Accomplishments

PIO continues to collaborate with stakeholders across the college to promote the institution, highlight our academic offerings, refine our messaging, and center the student experience.

 Learn new skills close to home Spring quarter begins April 1, 2025 wvc.edu/GetStarted	 Contemporary Topics in American Indian Indigenous Studies LEC 6325 Online with Professor Kestrel Smith wvc.edu/GetStarted
 CED1118: Creativity Lab \$149 April 9 Enroll today! wvc.edu/GetStarted	 Learn new skills close to home Spring quarter begins April 1 wvc.edu/GetStarted

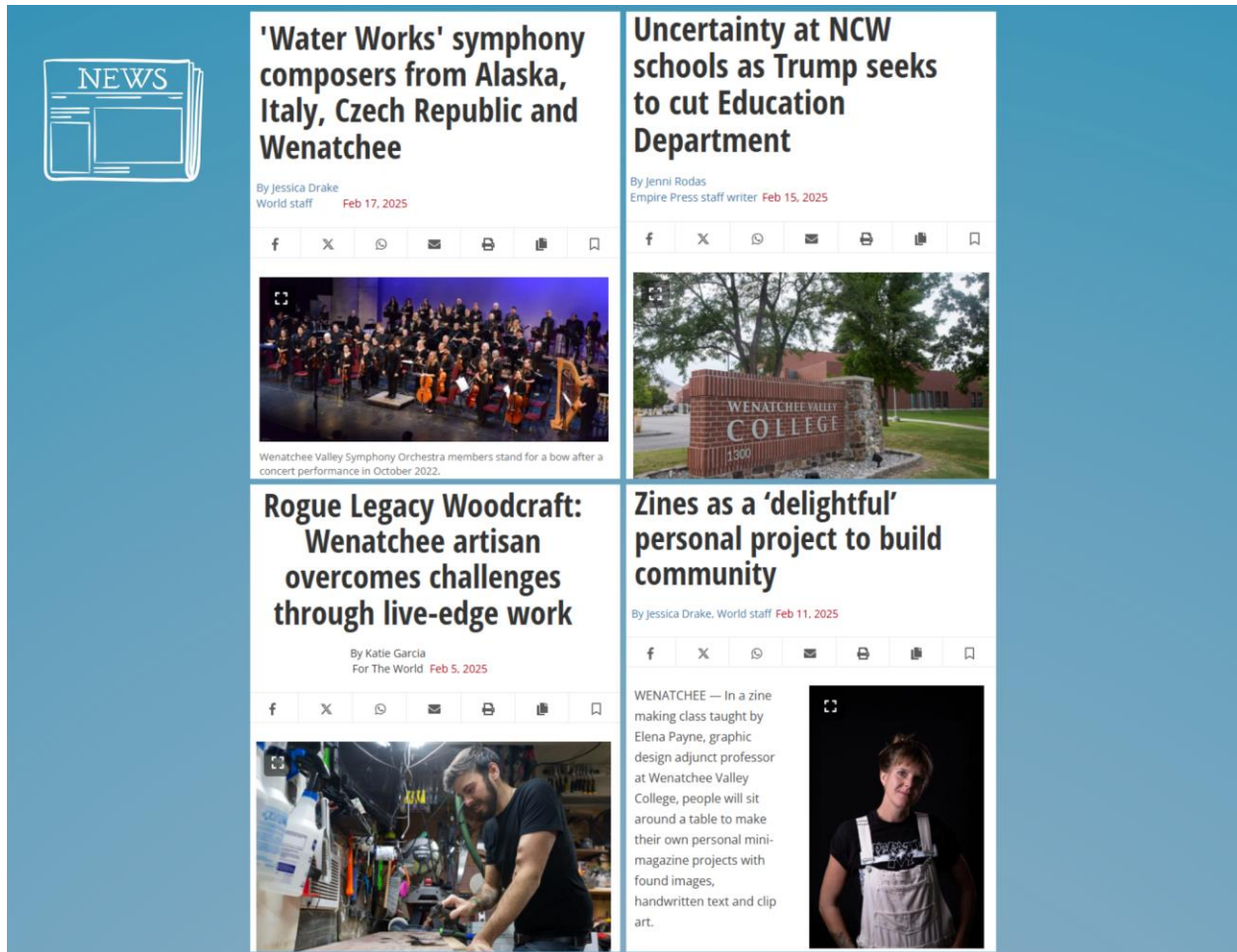
The Public Information Office has campaigns underway for spring registration on radio stations in Okanogan County, Chelan, and Grant Counties, Meta digital campaigns, and Snapchat.

Exploring marketing opportunities is a key priority, and I have connected with Ward Media, Wenatchee World, NextGrad, and CGI Digital who are working with Okanogan County on a video project featuring local businesses and organizations. This month, we began advertising in Ward Media's monthly Hometown mailer which is sent to new residents throughout our entire service district.

We have begun working with the ASWVC Director of Communications on a collaborative video series where we can center student voices and improve awareness about our academic programs, student services, and campus life. We have filmed three videos and will be launching the series later this month.

Press Clippings

Over the past month, Wenatchee Valley College has received media coverage with top stories including:



Wenatchee World featured the Wenatchee Valley Symphony Orchestra’s concert “Water Works” which included Professor Juel Iwaasa’s composition, “**The eye sees only water and the ear hears only sound.**”

Wenatchee World published an inspirational profile on Tom Baxter, WVC alum and owner of Rogue Legacy Woodcraft.

Wenatchee Valley College was featured in **an article on the impact federal changes** to the Department of Education would have on schools in North Central Washington.

Wenatchee World covered Professor Elena Payne’s Zine workshop held at the Wenatchee Valley Museum & Cultural Center.

While there haven't been significant changes since the last Board of Trustees meeting, I remain committed to maintaining transparency and ensuring progress. Below is an update on the current status, along with an available funding opportunity.

"The future depends entirely on what each of us does every day. After all, a movement is only people moving."

-GLORIA STEINEM

Current Federal Grants (Awarded & Pending)

GRANT	WHAT WE KNOW	RESPONSE
CAMP *Awarded	No communication from Program Officer.	Levi will forward communications related to CAMP program and funding.
TRIO SSS *Awarded & pending	No communication from Program Officer.	Yatzari will forward communications related to TRIO program and funding.
TITLE V *Awarded	Program Officer has announced retirement. A new PO should be announced the week of 3/10	Vanessa has forwarded communications related to Title V program and funding.
HSI Education Grant (2) *Awarded	No communication from Program Officer	The PIs will forward communications related to the HSI Education program and funding.
NSF ATE *Awarded	NSF awardees may continue activities consistent with the current terms and conditions of their NSF awards at this time.	Greg will forward communications related to NSF ATE program and funding
NSF ITYC *Pending	Our submission is still pending.	I will alert all parties involved once I receive an update on funding status.
HEP *Pending	Historically, we have received funding notifications about 4 months after submission so we anticipate hearing back by March.	I will continue to monitor the status of our submission and notify PI/PD as I receive info.

Funding Opportunity



Gable Grant
Lowes Foundation

This grant directly supports community & technical colleges to recruit, train and prepare potential skilled tradespeople.

\$100,000-\$1M

Funding Range

3/31/2025

Submission Deadline

2, 3, 4, & 6

WVC Priority Alignment

PRIORITIES

- 1. Build stewardship, efficacy, and institutional financial health
2. Create a culture of excellence
3. Become a premier student-centered college
4. Advance academic excellence in teaching and learning
5. Close equity gaps.
6. Position the college as a community-focused regional anchor.

Feedback & Next Steps



Community Development Block Grant (CBPG)

WA State Dept of Commerce

Erin Williams, Brett Riley, and I recently had a Debriefing Conference with the Dept of Commerce, where we received feedback on our CPBG application. Although we were not selected for funding this cycle. we will reconvene to refine and strengthen our application for the next competition.

140

Total Proposals Evaluated

35/140

Rank

Expected Fall '25

Next Competition

Title V and HSI Initiatives

Vanessa Saldivar, Executive Director of HSI Initiatives

Grant Update and Progress Highlights

As of February 19, we do not have an assigned Program Specialist (PS) at the Department of Education following our PS's retirement announcement. We anticipate reassignment by March 12. Over the last month, a technical assistance webinar for DHSI grantees has been scheduled and subsequently cancelled. In a positive development, the Department of Education has announced the opening of the application process for institutions seeking eligibility designations under Title III and Title V programs for Fiscal Year (FY) 2025. We received our designation letter on March 7 (included).

Our external evaluator, Dr. Jarett Lujan, has completed our interim report (included). An excerpt is provided below. Our site visit, originally scheduled for March 18, has been postponed to June.

"Despite these challenges, the Puente project has demonstrated its potential to drive transformative change at WVC. Early successes in faculty engagement, student retention, and equity-focused initiatives highlight the program's impact. By leveraging its carryover funds, enhancing partnerships with institutional leadership, and addressing systemic barriers, the project is well-positioned to achieve its ambitious goals. With a commitment to cultural relevance, equity, and community engagement, the Puente project is poised to leave a lasting legacy in advancing student success at WVC."

Goal 1: Professional Development

Progress continues towards fully institutionalizing **El Corazon: The Center for Excellence in Teaching and Learning**. The [El Corazon website](#) has launched and the tentative posting date for the Director of El Corazon job is March 13.

Plans are progressing to bring Dr. Gina Ann Garcia for Spring Deans Day on April 25. Save the date! She will deliver a keynote address and a professional development workshop for all faculty on **Developing Social Justice Curriculum in Hispanic-Serving Institutions**.

Goal 2: Data

The **Instructional Insights** reports will launch next quarter, marking another exciting leap towards our goal of fostering a data-driven culture on campus. Faculty will receive disaggregated, individualized reports on student outcomes in their courses, along with opportunities for both synchronous and asynchronous reflection and professional development.

Goal 3: Retention

Access to quality advising is a strong predictor of student persistence. To that end, we are working to expand access to and to enhance the quality of advising at WVC. In partnership with ASPIRE, we have begun the work of establishing a baseline understanding of the current advising landscape, including the number of students utilizing advising services and the quality of their experience. Last quarter, we surveyed students and faculty following Advising Day to assess their experiences. This quarter, we requested data from faculty on the number of students they advised. As of today, we have received a response from 37% of full-time faculty. To further refine our understanding, we are preparing another student survey that will go out next quarter. We hope this will get us closer to a solid baseline to inform our interventions and strategic plan metrics.

Title V and HSI Initiatives

Vanessa Saldivar, Executive Director of HSI Initiatives

Other HSI Initiatives

Beyond the grant deliverables, I have prioritized the following initiatives this month.



Dreamer Task Force

The Dreamer Task Force has been meeting regularly. The working groups—Faculty/Staff Support, Student Support, Climate/Culture, Safety/Security and Resources—are actively advancing key actions in their respective areas. Over the past month, we have organized an Immigration Info Session for faculty and staff, hosted a Know Your Rights presentation for students, and are actively working on a range of policy and practice improvements to better support our most vulnerable students.



Supporting English Language Learners

This week, I visited IC to initiate a discussion on enhancing support for students with limited English proficiency. Division chairs will share my proposal with their divisions, gather feedback, and report back at the next IC meeting. The urgency of our efforts is underscored by the federal government's recent rescission of a 2000 EO designed to improve access for individuals with limited English proficiency. On March 1, it was replaced with a new EO designating English as the official language of the United States.

PUENTE: BRIDGES TO HSI EXCELLENCE

Title V. Developing Hispanic-Serving Institutions Grant
Interim Report
Year 2, 2024-25



MARCH 13

Lift While You Climb Consulting, LLC
Evaluation by: Jarett Lujan, Ph.D.



Executive Summary

Interim Report

The Puente: Bridges to HSI Excellence project at Wenatchee Valley College (WVC) is a comprehensive initiative aimed at improving retention and success for Hispanic and underserved students through culturally responsive teaching practices, equity-focused data literacy, and robust advising services. Funded under the Title V Developing Hispanic-Serving Institutions (HSI) program, the project seeks to transform the campus climate, enhance faculty and staff capacity, and address systemic barriers to student success. Despite initial delays caused by institutional restructuring and hiring challenges, the project has established a strong foundation for long-term impact.

Key accomplishments include creating the El Corazon Center for Innovation in Teaching and Learning, which serves as a hub for faculty professional development, and the successful onboarding of key personnel, including Faculty Leads, Puente Navigators, and a Data and Research team. The project also exceeded expectations for faculty engagement in Tableau data literacy training, with 63 participants—70% of full-time faculty—laying the groundwork for a campus-wide culture of inquiry. The Puente Navigation program enrolled 228 students in its first cohort, achieving an impressive retention rate of 87% from fall to winter while providing targeted interventions for high-DFW courses such as Math 146 and English 101.

Budget challenges, including the carryover of \$142,339.44 from Year 1, present both obstacles and opportunities. While the carryover reflects fiscal responsibility, clarification from the Program Officer is necessary to ensure that carryover funds can support priorities such as faculty stipends, equity scorecard development and expanded advising resources. Furthermore, critical priorities remain to address systemic barriers like high DFW rates and ensure the sustainability of key roles beyond the grant period.

Despite these challenges, the Puente project has demonstrated its potential to drive transformative change at WVC. Early successes in faculty engagement, student retention, and equity-focused initiatives highlight the program's impact. By leveraging its carryover funds, enhancing partnerships with institutional leadership, and addressing systemic barriers, the project is well-positioned to achieve its ambitious goals. With a commitment to cultural relevance, equity, and community engagement, the Puente project is poised to leave a lasting legacy in advancing student success at WVC.

Performance Objectives and Progress

Objective 1: Improve Campus Climate through Culturally Responsive Teaching Practices (CRTP)

The Puente project seeks to transform campus climate by training faculty in Culturally Responsive Teaching Practices (CRTP), aiming for 60% of faculty participation by 2028. Additionally, 40% of faculty are expected to integrate CRTP into their courses. To date, foundational progress includes establishing the El Corazon Center, which supports professional development initiatives, and creating a credentialing program for faculty trainers. Faculty Directors have engaged in advanced CRTP training, ensuring the future scalability of the initiative.

However, delays in launching CRTP training due to institutional restructuring have impacted initial participation targets. Recommendations include accelerating recruitment to ensure at least 25 faculty engage in CRTP training by Fall 2025 and developing systems to track and evaluate CRTP integration in courses. Expanding faculty engagement and addressing these challenges is crucial to fostering an inclusive and supportive academic environment for Hispanic and underserved students.

Goals and Metrics:

- Train 60% of faculty in CRTP by 2028.
- Ensure 40% of faculty integrate CRTP into their courses by 2028.
- Annual target: 15 faculty to complete CRTP training; 10 to adopt CRTP practices.

Progress:

- The El Corazon Center for Innovation in Teaching and Learning has been established and will house professional development initiatives.
- Faculty Directors attended train-the-trainer sessions in Culturally Responsive Practices and are developing a credentialing program for faculty.
- The first Community of Practice (CoP), “Advising Circles,” engaged 40 participants (23 staff, 17 faculty) in discussions about best practices for advising and student success.

Evaluation Recommendations:

- **Expand Faculty Engagement:** By Fall 2025, recruit at least 25 faculty for CRTP training to meet cumulative targets despite initial delays.
- **Track Integration:** Develop a robust system to track how CRTP-trained faculty apply practices in their courses. Feedback tools like pre- and post-training surveys can measure the impact on teaching methods.

Objective 2: Build an Equity-Minded, Data-Informed Culture of Inquiry

The project’s second objective focuses on advancing equity through data literacy. By 2028, 60% of faculty are expected to engage with equity-focused data assessment, and 50% should integrate equity

scorecards into their planning. Early results are promising: Tableau training participation surpassed expectations, with 63 faculty members trained in data literacy, representing 70% of the full-time faculty. Student Course Preference Survey gathered insights from 337 students, helping identify equity challenges across course offerings.

Efforts to develop and implement equity scorecards are underway, with a pilot program scheduled for the 2024-2025 academic year. To maintain momentum, the project must prioritize finalizing the scorecards and embedding their use into broader faculty development initiatives. Additionally, integrating data literacy discussions into Communities of Practice will enhance the practical application of equity-focused insights. These actions will strengthen the institution's ability to support Hispanic students and address systemic inequities.

Goals and Metrics:

- Train 60% of faculty in data literacy and equity-focused assessment by 2028.
- Ensure 50% of faculty adopt an by 2028.
- Annual metrics include 20 faculty trained in Tableau, 250 student responses to the Liberatory Outcomes Survey, and annual course success reports for all faculty.

Progress:

- Tableau training sessions in April 2024 exceeded expectations, with 63 faculty (70% of full-time faculty) attending.
- Faculty, staff, and admin engagement with data circles and a 337-response student survey helped contextualize equity challenges in course offerings and scheduling.
- Development of is underway, with pilot implementation planned for 2024-2025.

Evaluation Recommendations:

- **Accelerate Equity Scorecard Rollout:** Prioritize the piloting and refinement of equity scorecards for faculty by Spring 2025. Feedback from early adopters will be critical to achieving broad implementation.
- **Integrate Faculty Development:** Use existing CoPs to embed data literacy within discussions about pedagogical practices and student outcomes.

Objective 3: Improve Advising and Navigation Services

Puente Navigation aims to provide first-year students with proactive culturally affirming support, and comprehensive academic planning. The program's overarching goal is a 3% increase in fall-to-fall retention rates by 2028. Initial progress includes high participation rates: 228 out of 239 eligible students joined Puente Navigation in Fall 2024, with an 87% retention rate from Fall to Winter. Workshops like "Financial Aid 101" and personalized support for students with DFW grades are helping address retention barriers.


Despite these successes, challenges such as staffing delays have hindered the rollout of expanded advising services. Recommendations include addressing these gaps by introducing additional

workshops to target specific student needs. Improved intervention strategies for courses with high DFW rates, such as Math 146 and English 101, will also be critical. By strengthening its advising framework, the program can achieve its retention goals and foster a more inclusive learning environment.

Goals and Metrics:

- By 2028, achieve a 3% increase in fall-to-fall retention rates.
- Annual goals include enrolling 200 students in Puente Navigation, ensuring 70% complete academic plans, and offering two empowerment workshops.

Progress:

- In Fall 2024, 228 of 239 eligible students accepted the Puente Navigation invitation.
-  • Retention from Fall to Winter was 87%, with tailored support for students facing challenges such as DFW grades (students earning D, F, or withdrawing). Specific actions included targeted messaging, one-on-one meetings, and revised Canvas modules.
- Workshops like “Financial Aid 101” provided proactive support for student success.

Recommendations:


- **Improve DFW Interventions:** Expand just-in-time support for courses with high DFW rates (e.g., Math 146, English 101). Incorporate tutoring and workshops within Canvas modules to target these areas.
- **Enhance Proactive Support:** Increase navigator contact points to include mid-quarter check-ins and advisor feedback loops to ensure students remain on track.

Budget Utilization and Challenges

Expenditure Update as of December 31, 2024

The Puente project carried over \$142,339.44 from Year 1 into Year 2. This carryover amount reflects underspending due to hiring delays and the sequential nature of planned activities. By the end of Year 1, spending reflected delays in some areas due to the sequential nature of activities and hiring timelines. Despite these challenges, spending in key categories, including training, supplies, and program infrastructure, is on track to meet objectives as the project scales up in Year 2.

Spending by Line Item:

-  Year 1 spending was tracked through September 30, 2024, showing minor discrepancies compared to the December 31 totals. These differences are due to the inclusion of additional expenses incurred after the Year 1 closeout date.
- While some funds remain unspent due to staffing adjustments and program delays, the allocation for professional development, supplies, and training is expected to accelerate in Year 2 as activities scale up.

Recommendations for Budget Management:

-
- **Clarify Carryover Policies:** The project team should consult with the Program Officer to confirm whether a formal carryover plan is required. Understanding whether funds must remain in their original line items or can be reallocated is critical to optimizing future spending. In years past, this has been a requirement from the funding agency.
 - **Strategic Reallocation:** If allowed, prioritize unspent funds for initiatives delayed in Year 1, such as faculty stipends for CRTP training and expanded advising services.

Staffing Overview

As of December 31, 2024, the Puente project has successfully filled all key positions, aligning with the goals of the grant. Below is a summary of the staffing structure:

Executive Director of HSI Initiatives

- **Vanessa Saldivar** was hired as the Executive Director, serving as the central leader for the Puente project and responsible for managing its strategic direction and implementation.

Innovation Instructional Director (IID)

- Internally renamed "Faculty Leads," this position is split between **Janna Goodyear** and **Bobbi Johnson**, who collectively fulfill a 1 FTE role. Their responsibilities include facilitating CRTP training and supporting faculty engagement initiatives.

Data and Research Team

- Originally designed as a single position, this role was split into two: **Data and Research Manager (Hadley Jolley)** and **Data and Research Associate (Victor Navarro-Vega)**. Each contributes 0.5 FTE to the project, jointly accounting for 1 FTE. This change was approved by the Program Officer, ensuring compliance while maximizing capacity for data-driven initiatives.

Puente Navigators

- **Dulce Morgado** and **Adamari Hernandez** serve as the project's full-time navigators, each contributing 1 FTE to the advising framework. Their focus includes supporting first-year students in establishing academic plans, connecting students with campus resources, and fostering cultural affirmation.

Administrative Support

- The team opted not to hire an Admin Assistant/Navigator as initially planned. Instead, they engaged an **AmeriCorps Member** to provide support, covering this role through a placement fee rather than salary and benefits. This change was approved by the Program Officer, offering a cost-effective solution to staffing needs.

Recommendations for Staffing:

- **Expand Navigator Capacity:** With advising playing a critical role in student retention, consider leveraging carryover funds or additional resources to enhance navigator training and increase their reach.
- **Institutionalize Key Roles:** Work with WVC leadership to integrate these roles into the college's long-term staffing plan, ensuring sustainability beyond the grant period.

Challenges and Opportunities in Budget and Staffing

The staffing and carryover spending adjustments reflect the project's ability to remain flexible and responsive to challenges. However, they also highlight areas for improvement:

- **Carryover Utilization:** With \$142,339.44 in carryover funds, there is an opportunity to accelerate delayed activities and expand impactful initiatives. Clear guidance from the Program Officer is necessary to make informed decisions about fund reallocation.
- **Staffing Efficiency:** The project's adaptive approach to staffing, such as splitting roles and utilizing AmeriCorps support, has maximized impact while minimizing costs. Maintaining this adaptability while ensuring roles are institutionalized will be crucial for sustained success.

Conclusion and Recommendations

The Puente: Bridges to HSI Excellence project at Wenatchee Valley College has made notable progress toward improving retention and success for Hispanic and underserved students. Despite challenges stemming from institutional restructuring and delayed hiring, the project has built a strong foundation for long-term impact through faculty engagement, data literacy initiatives, and enhanced advising systems. The utilization of carryover funds and strategic staffing adjustments has played a critical role in ensuring progress while offering lessons for continued improvement.

Key challenges include clarifying the use of \$142,339.44 in carryover funds from Year 1 and ensuring the sustainability of key roles, such as the Puente Navigators and Faculty Leads. Addressing these challenges will allow the project to leverage its strong start and meet its long-term objectives.

Updated Recommendations:

1. **Accelerate CRTP Rollout:**
Engage at least 25 faculty in CRTP training by Fall 2025 to make up for initial delays. Use carryover funds to support stipends, course releases, and additional training resources to incentivize participation. Develop tracking tools to measure the integration of CRTP practices into course delivery.
2. **Expand Equity Scorecard Usage:**
Prioritize finalizing and piloting equity scorecards by Spring 2025, ensuring that faculty have the tools needed to assess student outcomes through an equity lens. Allocate carryover funds, if permitted, to support the development and refinement of these scorecards.
3. **Strengthen Advising Capacity:**
Leverage carryover funds to expand support for Puente Navigators, including advanced training and additional resources for high-DFW courses such as Math 146 and English 101. Consider using the funds to pilot peer mentoring programs or enhance proactive advising workshops.
4. **Optimize Carryover Funds:**
Seek clarification from the Program Officer regarding carryover policies. Determine whether funds can be reallocated to high-priority areas or must remain in original line items. Develop a

carryover plan that focuses on addressing Year 1 delays, such as supporting professional development, expanding advising resources, and enhancing data literacy initiatives.

5. **Sustain Key Roles Beyond the Grant Period:**

Collaborate with institutional leadership to integrate critical roles, such as the Executive Director, Faculty Leads, and Puente Navigators, into WVC's long-term staffing plan. Ensure these positions are recognized as essential to the institution's mission to serve Hispanic and underserved students effectively.

6. **Enhance Leadership and Community Engagement:**

Use remaining funds strategically to support leadership training for faculty and staff, as well as to foster stronger connections with external community partners. Engage stakeholders through feedback mechanisms to inform the project's future directions



U.S. Department of Education
Office of Post Secondary Education

OPEID: 00380100

Wenatchee Valley College

Wenatchee, WA

FY: 2025

Print Date: 03/07/2025

We are pleased to inform you that your institution has been designated as an eligible institution under Title III and/or Title V of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA).

This designation allows you to apply for grants within the Titles III and V programs. You must meet the programmatic requirements for the particular program(s) that you wish to apply for in order for your grant application to be reviewed. In order to receive the grant funding, you must be selected in the application process and follow the guidelines for the specific grant.

Institutions that have a grant under Title III parts A or B are prohibited from receiving additional grant awards under any other provision of Title III part A, Title III part B, or Title V. If you have a current Title III or Title V grant that will end during this fiscal year, you may be eligible to apply for additional programs. However, you will not be allowed to accept funds from both a Title III part A or B grant and a Title V grant.

As a result of receiving this designation, your institution is eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS) the Federal Supplemental Educational Opportunity Grant Program (FSEOG) and the TRIO Student Support Services Program under Title IV of the HEA. Your institution is also potentially eligible for a waiver of the Undergraduate International Studies and Foreign Language (UISFL) Program matching requirement, pending a demonstration of your institution's need for such a waiver in your application for new awards under this program.

NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements. If the main campus is eligible for Titles III and V programs, and they receive the cost-share waiver, the main campus' waiver can be extended to its eligible branch campus.

The eligibility for a waiver of the non-Federal share matching requirements is allowable for a one-year period beginning July 1, 2025. The offices within the Department of Education that administers those specific programs will handle the waiver of the cost sharing and will contact your federal student aid administrator.

If you have questions concerning this designation, please contact Christopher Smith at Christopher.Smith@ed.gov or (202) 453-7946 or Nemeka Mason-Clerc at Nemeka.Mason@ed.gov or (202) 987-1340. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at CODSupport@ed.gov or (800) 848-0978.

Please retain this letter as evidence of your eligibility and for an adequate audit trail. Also, please note this eligibility designation is only for FY25. You must apply for eligibility designation annually.

Sincerely,

James E. Laws, Jr.

CONCURRENT ENROLLMENT

Board of Trustees
March 2025



Agenda

01 Introduction

02 Our Team

03 College in the High School

04 Career and Technical Education

05 Running Start

Introduction

The Concurrent Enrollment department serves three programs:

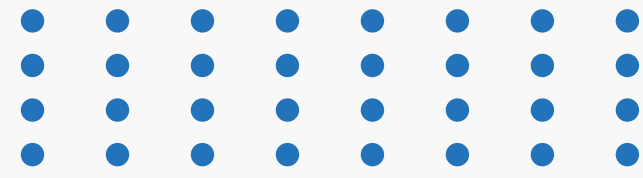
- **College in the High School**
- **Career and Technical Education (CTE)**
- **Running Start**

These programs focus on building partnerships with our local school districts and provide students with the opportunity to take and earn college credit before graduating from their high school.

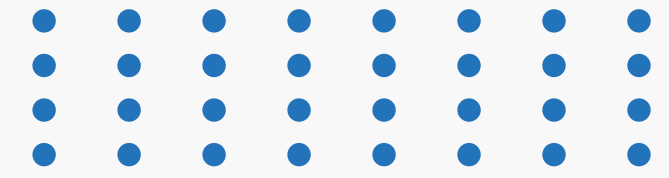
College in the High School allows qualified high school instructors to teach transferrable college courses at their school campus. 9-12th grade students are eligible.

CTE provides students with skills in professional and technical trades at their school campus from OSPI certified high school teachers. We currently offer credit to 9-12th grade students who earn a B or better in the course.

Running Start allows incoming high school juniors and seniors the opportunity to attend college at our campus or online and are taught by WVC faculty.



Our Team



Aracely Mendoza
Interim Director of
Concurrent Enrollment

Oversees Running Start,
College in the High School,
and CTE

In role since June 2024
With WVC since November 2021



Naydelin Arevalo-Garcia
Omak Running Start
Navigator and CTE

Advises and assists 180
Running Start students on
the Omak campus and
works with CTE Okanogan
county schools

In role since June 2022



Michelle Gilman
Administrative Assistant

Assists with Running Start
processes and works with
CTE Chelan and Douglas
county schools

In role since October 2021



Mailari Muñoz
Wenatchee Running Start
Navigator

Advises and assists 381
Running Start students
(last names M-Z) on the
Wenatchee Campus

In role since July 2023



Zachary Johnson
Wenatchee Running Start
Navigator

Advises and assists 412
Running Start students
(last names A-L) on the
Wenatchee Campus

In role since November 2024

College in the High School

College in the High School was first established at WVC in 2002 in partnership with Bridgeport High School.

Currently, we offer 25 courses and partner with Bridgeport, Mansfield, Cashmere, Eastmont, Paschal Sherman, and Nespelem.

Every year we have a handful of students from Bridgeport that walk the stage and earn their AA from classes taken through College in the High School, AP, and summer classes.



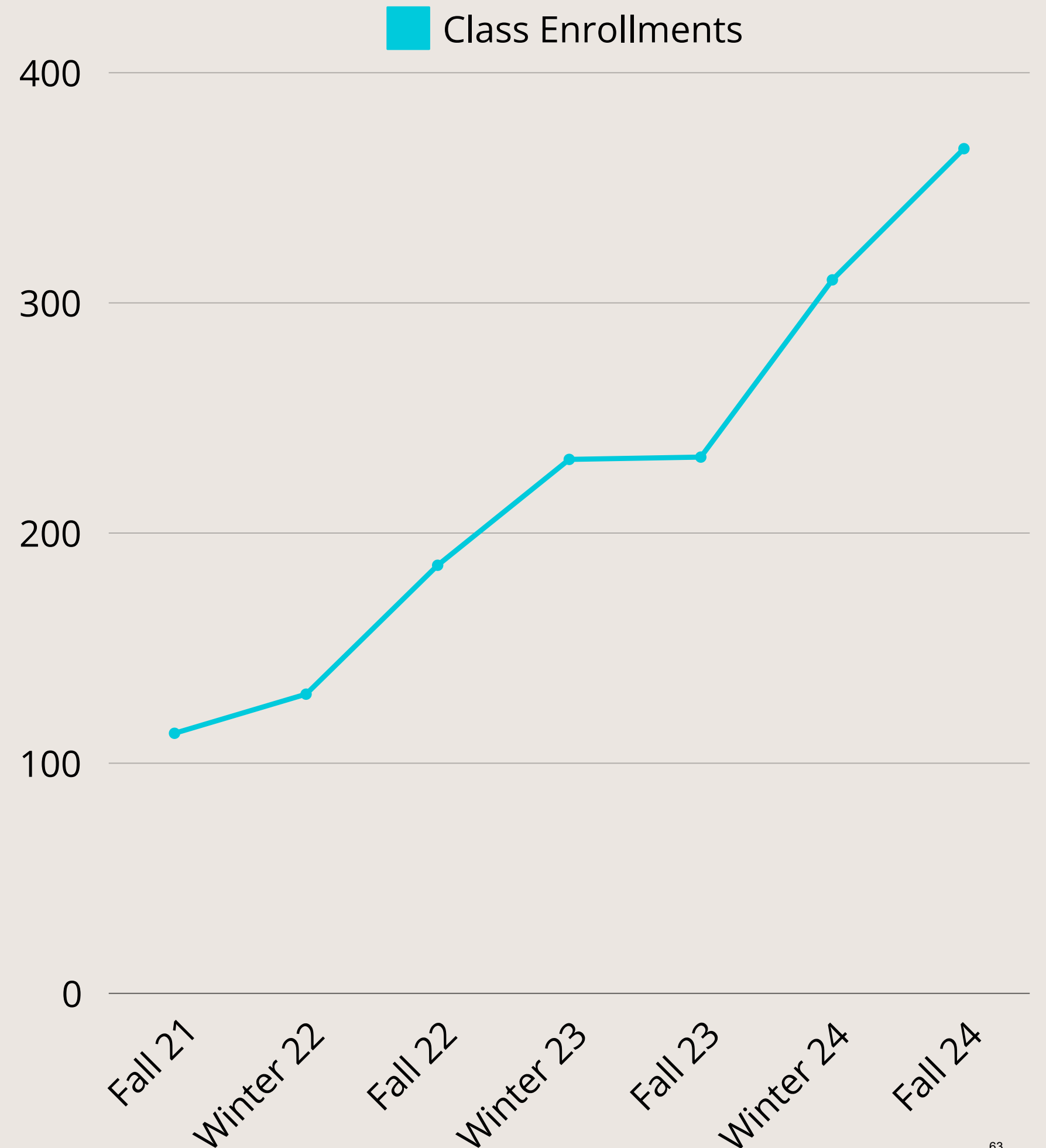
Course Enrollment

All of our participating schools run on a semester system and is entered as Fall and Winter at WVC.

Over the years, we have seen an increase in students participating in our program as classes and schools have been added. Fall 21 we had **113** class enrollments. This Fall semester, we had **367** class enrollments!

Class enrollments are the amount of students in each course offered. Some students may be enrolled in multiple courses at once

With the exception of Cashmere's PEH 104 and Music 175, all courses are 5 credits.



Current Practices

May-June: the Director will reach out to principals/superintendents for renewal of the **Memorandum of Understanding**.

August-September: the Director will schedule days/times to **register** students for Fall semester.

September-December: Faculty Liaisons will work with instructors to complete a **Site Visit, Paired Assessment** and **Paired Syllabi**.

January: grades due for first semester and **course evaluations** are sent to students.

January-February: Director will schedule days/times for registration.

February- May: Faculty Liaisons will work with instructors to complete Site Visit, Paired Assessment/Syllabi, and **Professional Development**.

June: grades are due for second semester and course evaluations are sent to students.

Support:

This work could not be done without the help of:

Registration: registering and quick admitting new students

Cecilia: building the classes in ctcLink

Deans: reviewing new instructor applications and facilitating faculty liaison searches

Faculty: reviewing new instructor applications and serving as liaisons with our partners

High School partners: collaborating with WVC and working with liaisons to serve our shared students

Future Goals: College in the High School

Goal 1: Increase Partnerships

We are a relatively small program but there is huge room for improvement. My goal for this year is to connect with our existing partners with few offerings as well as other school districts in our service area to make them aware of our program.

Foreseen Issue:

Many schools partner with 4 year universities because teaching requirements are different ex) Master's vs Bachelors.

Goal 2: Review and Revise Processes

We must adhere to NACEP's accreditation standards to offer College in the High School. Learning and reviewing some of these guidelines have shed light on some holes we need to fill such as how Site Visits, Collaboration, and Professional Development is conducted.



Career and Technical Education



CTE

CTE provides students with professional and technical trades at their school campus from OSPI certified high school teachers. We offer credit to 9-12th grade students who earn a B or better in the course.

Services

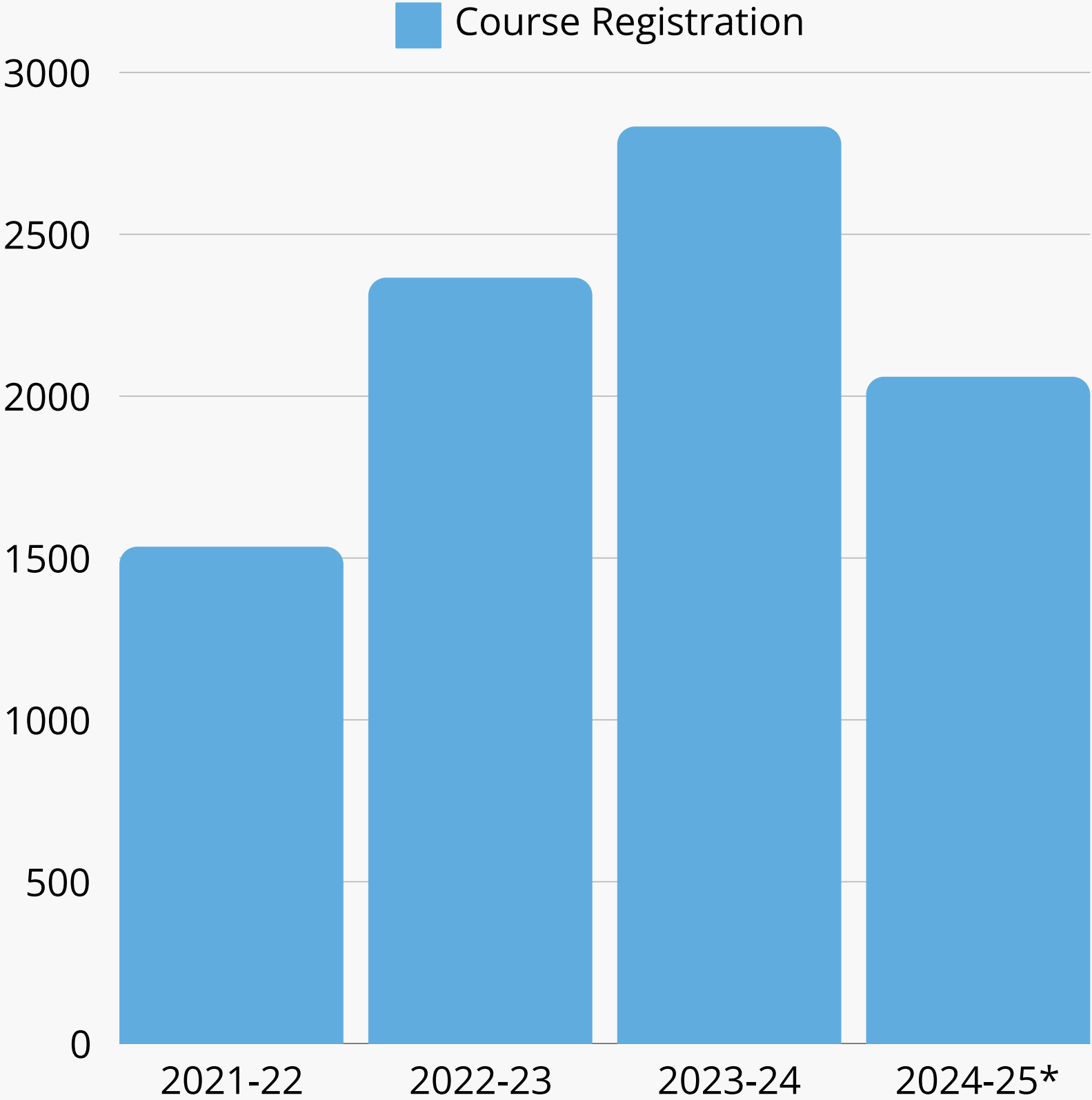


Active participants of the North Central CTE District meetings to help answer questions and shed light on the programs provided by WVC.

Host CTE trainings with school partners to help teachers learn and complete required documentation and utilize tools provided.

Offer registration assistance to CTE Directors to help with teacher caseloads.

Performance



Growth

Articulations have grown! In

- **21-22** we served 1132 students across 13 school districts
- **22-23** we served 1749 students across 19 school districts
- **23-24** we served 2134 students across 18 school districts

Current Numbers

We currently have **152** active articulations in **17** WVC programs across **21** schools.

We currently have **2060** course registrations for 2024-25!

[District Lookup Tool](#)

New Partners for 24-25

- Wilson Creek High School
- Incheillum High School

Current Practices

CTE Director or Teacher submit documentation:

CTE Articulations are good for 3 academic years.

- If articulation is still active, they will submit a teacher verification form to confirm teacher is still offering the course.
- If articulation has expired, a new Request to Articulate form, syllabus/framework, and teacher verification form must be submitted

Deadline for submission is November 1st.

Concurrent Enrollment receives the documentation and sends to appropriate faculty member for review:

- If documentation is not filled out, it is sent back to high school for completion
- If faculty member has feedback, the team will relay the information to the school
- If a course is approved
 - An Articulation Agreement is drafted and signed by the high school CTE Director, Teacher, VP of Student Affairs, Faculty, Dean, and Concurrent Enrollment Director.
- If a course is denied
 - A formal letter of denial is sent to the school so that they can pursue articulation with an outside college. Faculty is asked to provide feedback.

Support:

This work could not be done without the help of:

Registration: quick admitting new students and transcribing credits

Faculty: reviewing articulation requests every fall

CTE Directors/Teachers: Working with WVC to ensure proper documentation is submitted, students are registered, and grade submission

Deans: Facilitating streamlined communication between Concurrent Enrollment and Faculty.

Chad: Streamlined our tracking and made data accessible to partners

New Process and Goals: CTE

New Process

This year we piloted a new registration system. It was previously found that having teachers/students use SERS often resulted in issues such as:

- a student forgot to register,
- teachers forget to enter grades,
- credits are not transcribed,
- if students transferred schools, it was difficult for them to access their credits.

Our new process is a simple Microsoft form and results are shared with CTE directors to ensure all students are registered. Schools then use this spreadsheet to submit all grades to us at the end of the year. During the summer, the Transcript Evaluators will work on transcribing and creating CtcLink accounts.

Goal 1: Review and Revise Processes

Currently, articulation requests can take weeks or months for approval. We are working with other ctc partners to learn about their processes. We are also seeking feedback from our faculty and working with Deans to learn where areas of improvement are needed.

Goal 2: Pathways

Our partners have expressed interest in building pathways through CTE. We are working on connecting with them and seeing what pathways we can build to help streamline matriculation at WVC.

Running Start



Quarterly Advising

Seniors

Seniors receive personalized advising in 20-minute sessions with their advisors, available from 8:30 AM to 3 PM. During these meetings, advisors will engage with students on mental and emotional well-being, discuss Financial Aid options (FAFSA/Scholarships), review their two-year plans for fulfilling high school requirements, and, if relevant, their chosen AA degree and credit transfer processes. Additionally, they will explore post-graduation pathways and assist with graduation preparations, including the graduation application, cap and gown orders, and information sessions.

Juniors

Juniors participate in group advising sessions at 3:30 PM, which typically last one hour. Navigators will cover the Running Start processes, including Enrollment Verification forms, fines, and holds. They will also conduct workshops on various topics such as email etiquette, academic standards, and common challenges like time management and study skills.

New Students

New students are advised in groups during their initial session. Navigators introduce essential topics like advising practices, Enrollment Verification forms, FERPA, campus resources, and degrees. Students will also receive guidance on how to activate their accounts, locate classes, and complete the registration process. ⁷⁰

Running Start



Services Provided

2 year plans

Students will meet with their adviser 1 on 1 to create an academic plan. This plan maps out High School requirements, Associates Degree requirements (if applicable), and future career/major prerequisites.

High School Collaborations/Outreach

Navigators will connect with high school counselors or community partners to schedule dates/times to talk to students or parents about the program and answer any questions they may have. Our team will go out to community groups, talk on radio stations, host information sessions, and post flyers around towns!

Book Vouchers/Lending Library

Textbooks can be a financial challenge for students. We offer \$100 book vouchers each quarter to students who qualify for Free and Reduced Lunch. Books bought with the voucher are returned to our office each quarter and builds our lending library that can be used by all students!

Enrollment Numbers

Growth

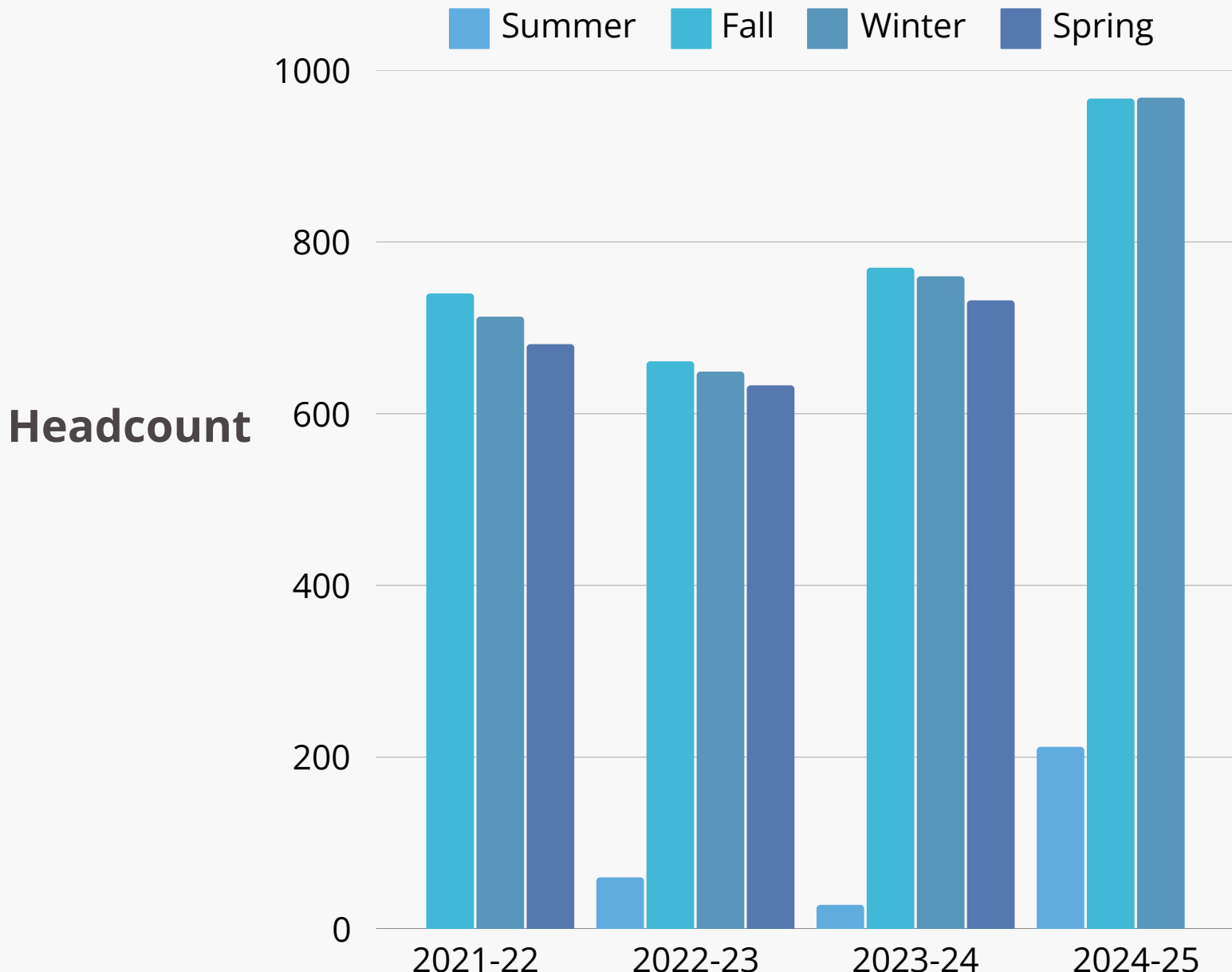
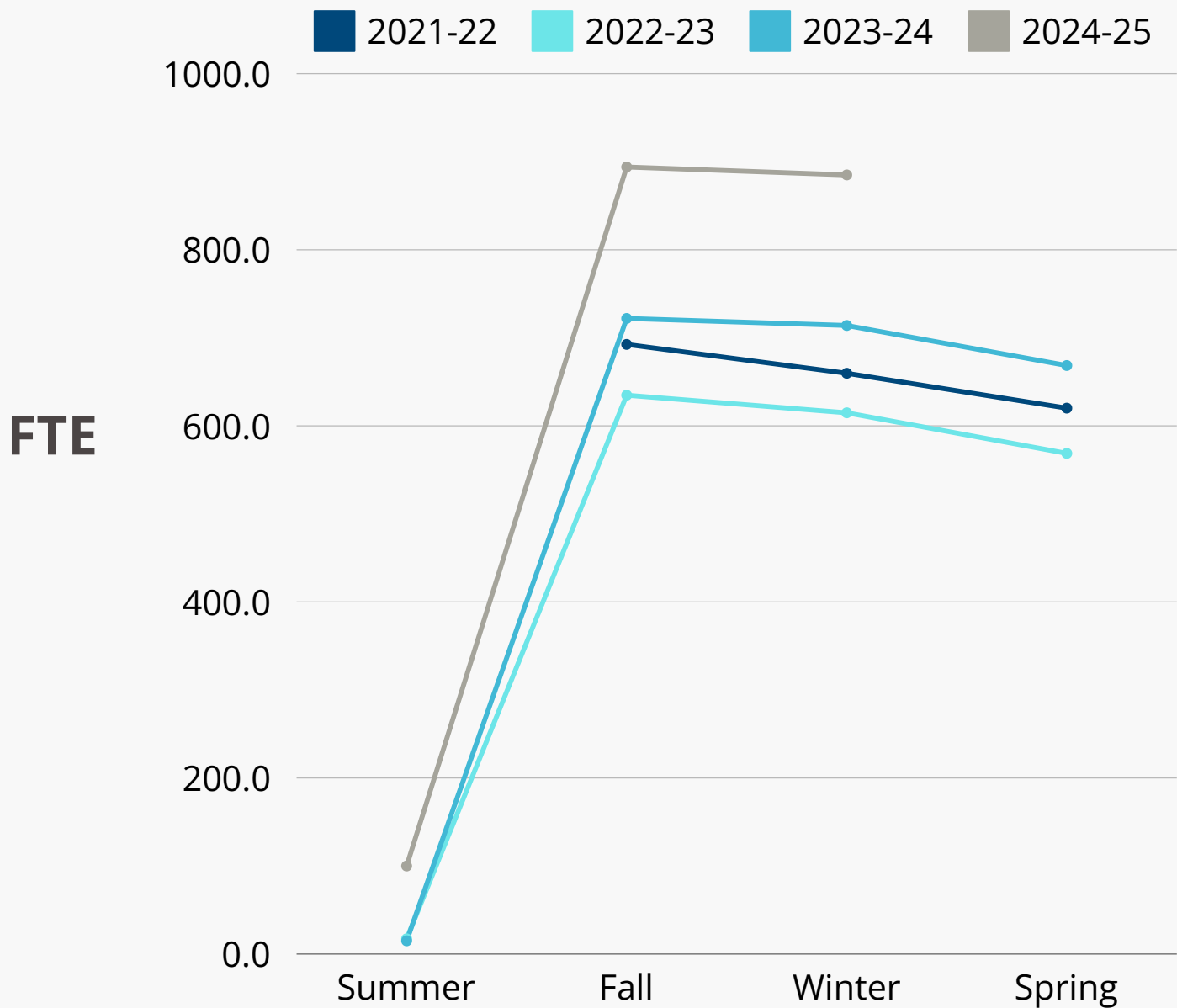
Over the past 3 years, there has been an increase in participation. In 2021, our Fall cohort consisted of 740 students; Fall 2024 our cohort grew to 967!

Fall to Spring

- 2021-22: **92%** (-59 student)
- 2022-23: **95%** (-28 student)
- 2023-24: **95%** (-38 student)
- 2024-25*: **100%** (+1 student)

Summer Quarter

- After Exit Proviso (Summer 23 and 24)
- 'Walking' Start- Senate Bill 5670 (Summer 24)

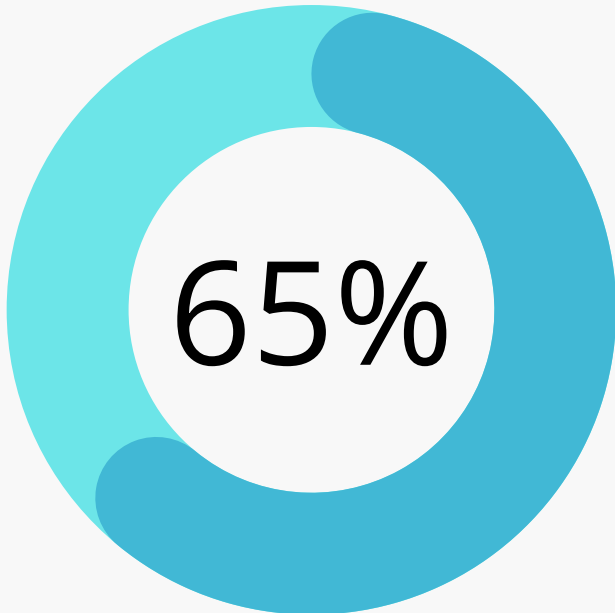




Partnership

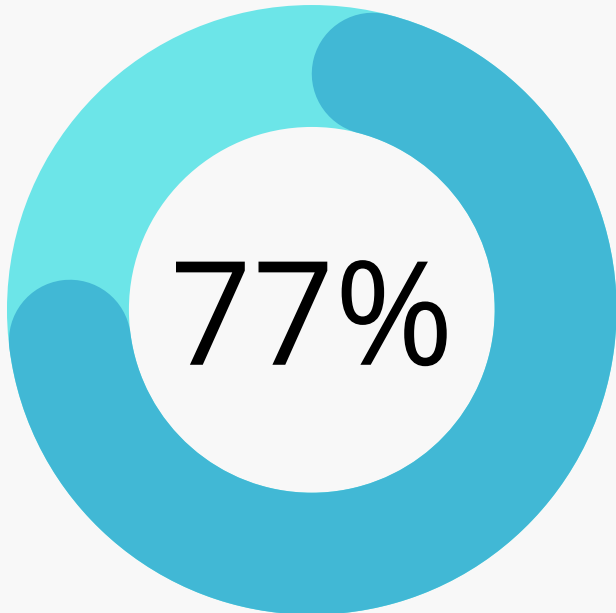
In the past 3 years, we have partnered with 32 different high schools in our service area of Chelan, Douglas, Okanogan. We also serve a couple of students in Grant, Thurston, and Pacific county.

Graduation Rates



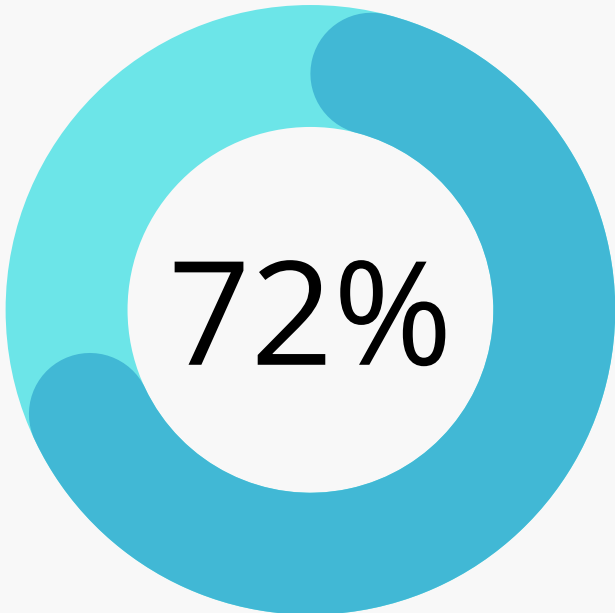
2021-22

247 degrees earned
out of 380 seniors



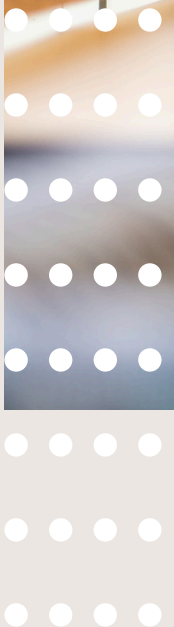
2022-23

241 degrees earned
out of 312 seniors



2023-24

263 degrees earned
out of 361 seniors



Current Practices

January: Winter quarter starts; assist with **book vouchers, class changes**, and prepare for quarterly advising at the end of the month.

February: Conduct quarterly advising and **Spring registration**; process **Enrollment Verification forms**; prepare for new student **Info Sessions**.

March: New student intake begins (~600 students 24-25); navigators start **outreach** efforts.

April: Spring Quarter starts; host info sessions in English and Spanish; begin advising current students for Summer/Fall; ongoing outreach; **graduation preparation** begins.

May: New Student advising starts; current student registration mid-month; **navigators track** application completion, enrollment date assignment, placement scores, enrollment verification forms, and advising attendance.

June: Begin **2-year plans** for new students; attend graduation ceremony; Summer quarter starts.

July: Continue 2-year plans; prepare for **College 101**.

August: Continue 2-year plans; conduct College 101 and **workshops** for new students.

September: Track final EV forms; accept last new students; start Fall quarter.

October: Prepare for Winter advising, starting end of the month.

November: Complete Winter advising and registration; New Student advising.

December: New student registration; finalize advising and EV forms before winter break.

Goals: Running Start

Goal 1: Increase Retention Efforts

We are exploring ways to ensure students are set up for success from the start but also have guides to help if they fall behind. We are paying special attention to Academic Standards students by incorporating tips and resources during advising and intentional outreach during key points of the quarter.

Future Ask: Additional Navigator

With the caseload of close to 400 students each on the Wenatchee Campus, it is becoming difficult for navigators to continue these intentional practices that support our students.

Goal 2: Strengthen High School Partnerships

There is an ongoing effort for schools to retain students by encouraging their participation in College in the High School or CTE programs instead of opting for Running Start. We are considering options that can operate alongside these initiatives. Our aim is to increase outreach with counselors to identify problem areas and discover how we can assist our shared students, ensuring they receive the best educational experience tailored to their needs.





Thank You

Aracely Mendoza | *Interim Director of Concurrent Enrollment*
amendoza@wvc.edu
509.682.6591
Wells Hall Room 1070



APPROVAL OF MINUTES

District No. 15
Wenatchee, Washington

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES
Regular Board Meeting
February 19, 2025
Wenatchee Campus - Zoom

MINUTES

ATTENDANCE

Trustees Present:

Paula Arno Martinez, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Phylicia Hancock Lewis (virtually)

Absent

Tamra Jackson

Also Present:

Cabinet Members
Faculty and Staff

BOARD WORK SESSION – 10:00 am

COMMUNICATION

Trustee Paula Arno Martinez would like to nominate the Wenatchee Foundation for the ACCT Partner of the Year Award, she would also like to have Dr. Treat make a recommendation for the Faculty Member of the Year Award.

REPORT FROM TRUSTEES

During the visit to the ACCT Legislative Congress in Washington, DC Trustee Hancock Lewis spoke about the workforce program with Representative Schrier's office. She shared student success stories and the need for Pell grants as they are instrumental in students making a difference, particularly in the agriculture industry.

Trustee Arno Martinez shared that this year's National Legislative Summit was one of the best ones. It reassured that Washington State representatives are in support of higher education. .

FINANCIAL REPORT

Revenue Forecast:	
101 Funds-	
• Our state allocation is projected to be \$23,875,273 including provision and program funding. This also includes the \$531,273 reduction in allocation from the OFM accounting error.	
149 Funds-	
• Tuition forecast is \$7,535,525 for the academic year 2024-25. This reflects a 2.5% increase in tuition rate based on SBCTC action and a 2% increase in tuition bearing enrollment.	
148 Funds-	
• Fee revenue is projected to come in at \$2,473,248. Fee revenue reflects the approved changes to the fee schedule and enrollment growth.	
146 Funds-	
• Revenue from Running Start continues to increase in the near term. We are expecting FY25 Running Start revenue to come in at \$8,211,909. This number reflects an approximate 170 FTE increase in enrollment and an average 4% increase in reimbursement rate from the school districts.	
Other-	
• \$207,182 in WVC Foundation sourced funds dedicated to specific endowed agriculture and allied health instruction and equipment.	
Base Operating Revenue-	\$42,303,137
WVC has anticipated 2024-25 operating budget of \$39,388,499	

Revenue Forecast	Actual Expenses as of report downloaded on 02.18.2025	
1. 101 funds	23,875,273.00	9,778,687.85
2. 146 - Running Start	8,211,909.00	251,892.56
3. 148	2,473,248.00	1,174,470.71
4. 149	7,535,525.00	7,673,045.39
sub-total (Operating Revenue)	42,095,955.00	18,878,096.51
		47.93%
Foundation	207,182.00	% spent
Anticipated base operating expense ==>	39,388,499.00	
Total Forecasted Revenue	42,303,137.00	
		Pacing ==> 75.08%
Calculating how we are pacing:		
1. Projected Operating Expense (07/01/2024 to 06/30/2025):	\$39,388,499.00	
2. Expenses as of 02.18.2025:	\$18,878,096.51	
3. Period covered so far (from 07.01.2024 to 02.18.2025): This period is from July 1st to February 18th, which is approximately 7.6 months (or 233 days) into the fiscal year.		
4. Percentage of the year elapsed: The fiscal year has 365 days, and we've covered 233 days, so...	233	
Percentage of year elapsed = ----- X 100 ≈ 63.8356%	365	
5. Expected expenses by this time: Assuming that we would be spending evenly throughout the year, we would expect to have spent 63.84% of the total anticipated base operating expense by now:	\$25,143,891.14	
Expected expenses by 02.18.2025 = 63.8356% X \$39,388,499.00 ≈ \$25,143,891.14		
6. Actual expenses as of 02.18.2025: We have spent ==>	18,878,096.51	
7. Pacing calculation: Divide the actual expenses by the expected expenses.	\$18,878,096.51	
Pacing = ----- X 100 ≈ 75.0803% <== Pacing at 75.08%	\$25,143,891.14	
8. Conclusion: We've spent approximately 75.08% of what we would have expected to spend by this point in the year, meaning that we're pacing below projected expense rate. We are in a good position, as our expenses are currently under control relative to the anticipated base operating expense of \$39,388,499.		

Summary:	
Operating budget (excluding Foundation):	42,095,955.00
Anticipated base operating expense:	39,388,499.00
Operating expenses as of 02.18.2025:	18,878,096.51
Percentage of the operating revenue spent as of 02.18.2025:	47.93%
Pacing favorably at:	75.08% <== this is good

LEADERSHIP REPORTS

Full leadership reports can be found in the board packet for February 19, 2025.

Instruction, Dr. Tod Treat: Dean's Day focused on: pathways minded advising its impact, accessible IT requirements, gateway courses and ways to bridge the gap, Title IX training for faculty and the annual schedule coordination for

Student Affairs, Dr. Diana Garza: Student Affairs continues to review the best practices to ensure student success. Process and improvement review was created around graduation and program completion.

Administrative Services, Brett Riley: BAC was held at Pierce College. Continued discussion around centralized accounting services. The 2025-2027 biennial budget is starting to come into focus and getting better clarity regarding the impact of the overallocation. Staff are working with CLA and Davis Farr to complete the 2021 audit and the 2022 financial audit.

Human Resources, Lisa Turner: Continued work with staff and supervisor training. Completed the DEIB and Title IX trainings, out of 474 staff 271 attended one of the eight sessions. Based on a survey there was high satisfaction for the Title IX training.

ASPIRE, Dr. Robin Angotti: Continuous work on building a data culture. Created the Data Detective newsletter to engage staff in the culture. Trustees enjoyed reading the newsletter.

Omak Campus, Cal Goolsby: FTE and headcounts continue to grow. Also seeing an increase in student success rates: 88% including Running Start for those under 24 years old and 93% for those over 24 years old.

Strategic Enrollment & Student Success, Ellia Sablan-Zebedy: Spring advising for Running Start students has begun. 71 students in Omak have completed advising and 275 students in Wenatchee. Application counts for the spring quarter are up when compared to spring 2024 (16% increase).

Public Information, Marcine Miller: Focus has been on developing proactive communications with faculty, staff, and students. Working on improving community relations, creating a more welcoming environment and, showcasing the great work that WVC is doing. A major project for the PIO office has been the development of the final strategic plan report, next step is for external communication.

Grant Development, Jessica Perez Bravo: Working on an NSF grant for Scholarships in STEM (S-STEM). The due date is March 4, 2025, and the max funding is 2 million dollars over six years. Would like to audit the grants program and take a deeper look.

Title V & HSI Initiatives, Vanessa Saldivar: The program is very unstable, continued work on specific grant deliverables. Other HSI initiatives include the Dreamers Task to support students and respond when in need.

President's Office, Dr. Faimous Harrison: Attending meetings with the state board to learn more about the financial impact on higher education due to the state-wide shortfall. Will be having an all-district meeting on February 21, 2025, where the budget impacts will be shared. Enrollment decline and economic impacts, the 40% reserve recommendation by NACUBO, and the financial reduction impact. WVC payback or budget reduction range will be from \$540 - \$1.6 million.

LEADERSHIP DEVELOPMENT

Jason Hetterle, Director of Technology provided the trustees with the GLBA – Cyber Security Report and Training. Training is a yearly requirement.

MISSION FULFILMENT & SCORECARD

Dr. Robin Angotti presented WVC mission fulfillment for the 2024-2025 academic year. She also presented the dashboard the ASPIRE team has built. The board approved the mission fulfillment and scorecards.

ACTION

Brett Riley presented changes to the following policies: 700.100, 700.210, 710.000, 710.210, 710.250.

REGULAR BOARD MEETING

CALL TO ORDER: 3:00 P.M.

LAND ACKNOWLEDGMENT

APPROVAL OF MINUTES

January 15, 2025, Regular Board Meeting, January 21, 2025, & January 31 2025, Special Meeting Minutes

Trustee Zimmerman moved that the minutes of January 15, 2025, Regular Board Meeting, January 21, 2025 Special Meeting and January 31, 2025 Special Meeting be approved. The motion was seconded by Trustee Hancock Lewis and carried unanimously.

MOTION NO. 2386

CELEBRATING SUCCESS

Conconully Outhouse Races

The Omak student club Community Engaged Knights (CEK) showcased extraordinary dedication and creativity at the Conconully Outhouse Races on January 18. Jose Cabello-Preciado, Gabe Cabello-Preciado, Max Gadeberg, Greg Johnson, Angel Rendon-Garcia, and Fabian Campos designed and built a castle-themed outhouse, racing it down the frozen streets of Conconully to win first place! This victory highlights the club's commitment to engaging with the community as representatives of Wenatchee Valley College Omak.

Students invested time, energy, and enthusiasm in planning, building, and participating in this long-standing community event. WVCO is so proud of this first-year club and their engagement activities this year including a local Zombie Fun Run and a Trunk or Treat event which saw 2000 kids come through the line and lots of superheroes and princesses “jousting” with our mascot knight. These achievements are not theirs alone—the outhouse race was made possible through the support of faculty and staff who generously contributed their time, skills, and resources.

Sustainability and Love the Planet Partnership

WVC Sustainability Committee hosted Love the Planet with Chelan Douglas Land Trust in the Maguire Center. Students, Faculty, and community members were invited to learn about recycling, composting and trail etiquette, and make sustainable Valentine's Day cards out of recycled material.

Community partners Winton MFG Compost Works, Sustainable NCW, and CDLT Joined WVC to provide free, fun and interactive educational experiences.

Dr. Joan Quazi, WVC's Sustainability coordinator and Geography faculty member, continues to build partnerships across our community through her work with the Sustainability Committee. Student representatives were actively involved in the planning and helped community members learn about recycling on campus with displays and prizes.

This event was a great example of the work taking place across the college to make our campuses in Omak and Wenatchee an anchor in our communities.

ASWVC Formal

The Wenatchee Student Government hosted a formal event on January 24th at the Student Recreation Center from 4:00 PM to 7:00 PM. This event was student-driven, with a survey sent out beforehand to gather student preferences on activities and music selection.

Throughout the week leading up to the event, the ASWVC Student Senate transported decorations and supplies to the Student Recreation Center. On the day of the formal, setup began around 1:00 PM, with the ASWVC Student Senate decorating the space and coordinating final preparations. Food for the event was ordered through the campus food service, featuring a menu of salad, chicken alfredo, pasta, lemonade, water, and cake.

The event featured several interactive elements for students to enjoy. A snow globe-making station was set up in the yoga room, allowing students to create their own winter-themed keepsakes. A photo booth was placed at the main entrance, where students could take and keep their pictures. Round tables on the south court provided seating for students to enjoy their meal, while the north court featured a projector playing music for dancing.

Approximately 70 students attended the formal, dressed in professional and elegant attire. The event was well-received, offering students an opportunity to connect, celebrate, and enjoy a memorable evening.

INTRODUCTION OF NEW EMPLOYEES

The following new employee was introduced: Gladis Garibay, Program Assistant for Educational Planning.

SPECIAL REPORTS

Amber Watson, ASWVCO President

Amber Watson – Had a good turnout for the Valentine's Day Scavenger hunt. Prizes included gift cards for those who found the stuffed animals. The next event will be a clothing swap.

Dania Cuevas, ASWVC President

Dania Cuevas not present.

Sharon Wiest, AHE President

Sharon Wiest was not present.

Wendy Glenn, Chief Steward WPEA

Returned to bargaining on Jan. 12, there has been no movement from the state. Will meet again on Feb. 26, 2025. Went to Olympia to advocate for education. Met with Representative Burnett and spoke about the AI bill.

STAFF REPORTS

Brett Riley, Vice President of Administrative Services

Brett Riley did not add to his written report shared during the work session.

Dr. Tod Treat, Vice President of Instruction

Dr. Treat did not add to his written report shared during the work session.

Dr. Diana Garza, Vice President of Student Affairs

Dr. Garza did not add to her written report shared during the work session.

Lisa Turner, Interim Executive Director of Human Resources

Lisa Turner did not add to her written report shared during the work session.

Dr. Faimous Harrison, President

President Harrison did not add to his report.

PUBLIC COMMENTS

No comments

ACTION

Rescind policies: 700.100 Electronic Information Resources, 700.210 World Wide Web Privacy, 710.000 Administrative Technology, 710.210 Written Agreement to Comply, 710.250 World Wide Web

Trustee Zimmerman moved to rescind policies 700.100, 700.210, 710.000, 710.210, 710.250. The motion was seconded by Trustee Hancock Lewis and carried unanimously.

MOTION NO. 2387

EXECUTIVE SESSION: The Board entered an Executive Session to discuss issues related to personnel. The Executive Session lasted 60 minutes and ended at 4:45 pm.

ADJOURNMENT – 4:46 P.M.

CELEBRATING SUCCESS

Okanogan Co. Scrubs Camp

On February 28th the Wenatchee Valley College Omak Campus welcomed 121 students plus counselors, teachers, and parents to our annual Okanogan County Scrubs Camp – a hands-on learning experience for students to step into the realm of health sciences on a college campus. Students, mostly seniors and juniors in high school, came from Omak, Brewster, Tonasket, Grand Coulee, Winthrop, Okanogan, and Oroville.

Initial applications showed interest from more than 150 students with more than 140 student permission slips turned in. After limiting the total number - due to space constraints - we accepted 125 students to attend the event. We filled every classroom available on campus – to room capacity.

Students were placed into one of six tracks and completed four hands-on training sessions throughout the day. These sessions included Nursing, Medical Lab Technician/Phlebotomy, Pharmacy Technician, Medical Assistant, Emergency Medical Technician, Dental Assistant and Radiology Technologist.

Students who took the Radiology Technologist class were able to perform an ultrasound on a pregnant volunteer from Mid-Valley Hospital. In the Dental Assistant session students made molds and denture casting. The Family Health Centers dental team also brought their Dental Bus for students to walk through. These are a few examples of the sessions they enjoyed.

Every discipline provided unique insights and hands-on learning experiences. These variety of learning opportunities were made possible through the community partners who volunteered time, staff, finances, equipment and other resources. This event involved more than 30 volunteers who led, planned and organized sessions with students.

Special thanks to our planning team and the following organizations:

Family Health Centers

Mid-Valley Hospital

North Central Educational Services

Lifeline Ambulance

United Methodist Church of Omak

Wenatchee Valley College Allied Health Educators

Wenatchee Valley College Nursing Department

The Wenatchee Valley College Team – Finance, Printing, Facilities, PIO and Omak Office team – all played integral parts in this events success.

Wenatchee Valley College Running Start Students–Omak Medical Assistant Running Start program students

Knight at The Wild

The Wenatchee Valley College Foundation and Associated Students of Wenatchee Valley College (ASWVC) sponsored Knight at the Wild on Friday, February 21. The Wenatchee Wild hockey game is an opportunity to increase WVC's visibility and engage the community. The event is a partnership between the sponsoring departments, recruitment and outreach, campus life, and ASWVC Omak.

Clubs and programs tabled in the Town Toyota Center concourse to share information and provide free giveaways. Tickets to the game were sold by ASWVC (Wenatchee and Omak) and the WVC Foundation. Two sections in the "Wild Zone" were for WVC students, alumni, and employees. The private suite was reserved for WVC employee donors, hosted by the foundation.

New this year, the foundation did Chuck-A-Puck to fundraise for programs. Prior to the game, Knights Collective volunteers, a new program of the foundation, stuffed 300 bags for the fundraiser. Over \$1,000 was raised thanks to CAMP and ASWVC volunteers.



Figure 2 - Students volunteering for Chuck-A-Puck to raise money for the WVC Foundation.



Figure 3 - WVC Omak campus dean Cal Goolsby, who did the honorary puck drop for the Wild game.



Figure 4 - Knights Collective volunteers with the stuffed bags for Chuck-a-Puck.



Figure 5 - WVC employee donors pose in the private suite during the Wild game.

SPECIAL REPORTS

Amber Watson, ASWVCO President

Current cabinet: President: Amber Watson, Vice President: Irene Adem, Secretary/Treasurer:

Bianca Escatel, Director of Campus Activities: Waylon Diehl, Director of Public Relations: Position

Vacant, Student Ambassadors: Max Gadeberg, Student Ambassador: Isabel Steinshouer, Student

Ambassador: Terry Allen, Advisor: Edith Gomez, Program Assistant: Dayla Culp.

Events:

- We had our Valentine's Day scavenger hunt on February 10th, 12th, and 13th. This event went well, and the students really seemed to enjoy finding the stuffed animals around campus and the gift card choices.
- Upcoming events hosted by ASWVCO, set to take place on Omak Campus.
 - Chroma-harmonics Sound Bath event- March 3rd.
 - Clothing Swap event – March 5th and 6th.

Motions:

- We moved to approve \$920 from the Entertainment budget (a donation from the Omak Foundation) on February 4th and February 11th to purchase lift tickets for our students to ski at the Loup Ski Bowl.
- We moved to approve \$200 from the Entertainment budget on February 4th for up to twenty tickets to offer to our students for an upcoming event at the PAC, which is set to take place on March 21st
- We moved to approve the transfer of \$6,500 from Contingency on February 11th to the Part-Time Assistant salary budget.
- We moved to approve the transfer of \$5,000 from Contingency on February 11th to the Senate Team salary budget.

- We moved to approve \$400 from the Student Center budget on February 11th for groceries for our students in the lounge. (Amended previously approved grocery shopping budget [01/28/2025] of \$400 to \$400.02)
- We moved to approve up to \$200 from the Entertainment budget on February 11th for the purchase of cookies and tea for the Chroma-harmonics event, which took place on March 3rd.
- We moved to approve \$30 from the Student Center budget on February 25th for purchasing decorations and printed photos for the Senate display case in Friendship Hall.
- We moved to approve \$150 from the Student Center budget on February 25th for a new Keurig for the student lounge.
- We moved to approve \$100 from the Student Center on February 25th for snacks for the meeting of the S&A budget committee.

Other:

- In the Student Lounge on the Omak Campus, the Senate team has set up a table with decorative paper and a sign asking those on campus to write inclusive, encouraging, and/or affirming words to be posted around campus. The goal is to allow students to see that they are valued on campus by everyone.
- I am sad to announce that the Science Club is no longer active on the Omak campus due to a lack of participation.
- DEI hosted The Power of African Drum with Javeon Byrd on February 19th in honor of Black History Month; this was well attended by Wenatchee Valley College students, community members, and ASWVCO members.
- SNOW@O is having a Blood Drive on the 8th of April.

Respectfully Submitted,
Amber Watson
ASWVCO Student Body President

Sharon Wiest, AHE President

Thank you for your careful consideration of the pre-tenure documents prepared for you by the pre-tenure committees. This process is important as faculty and administrators seek to uphold the high standard of excellence in education at Wenatchee Valley College.

The faculty appreciate the new focused staff meeting with a specified topic held each Monday prior to the general staff updates. We are also glad that all district meetings have resumed.

Dr. Harrison and I meet monthly in addition to other meetings we both attend. The faculty are appreciative of his efforts to help make the allocation model more equitable for small and rural colleges.

The faculty are working with their deans to help meet the educational needs of students. We recognize the importance of good advising at a smaller college where some classes are only offered once a year. The work of Puente Navigation in creating new advising shells which include basic information and can then be customized by faculty for their advising specialties is a great step forward.

I continue to work with cabinet members and deans on a variety of individual faculty issues as well as some other issues that affect the faculty at large.

The faculty would like the Board of Trustees to remember during these tight financial times that classes do not only have a cost of instruction, but they are also an important revenue stream for the college. If we do not properly staff the college, we will start to spiral downward. I am hoping we will continue to have a robust Business DTA program as we transition from to a post-Michael Choman era.

The faculty continue to work on their shared governance committees as well as work in departments and divisions in preparing annual schedules for next year.

AHE has held regular monthly meetings of the executive board and for the general membership. We are also recruiting faculty to run for the positions on the WVC AHE Executive Board, and next year's team for negotiation of the faculty Collective Bargaining Agreement.

The Wenatchee nursing hiring committees completed their work, and the Omak hiring committee for nursing will hold interviews in early April. Faculty are trying to recruit more Part-time faculty to cover classes as our enrollment increases.

I will be attending Washington Education Association's Representative Assembly along with machining instructor, Micky Jennings this coming April. I am also on the WEA Higher Education Board, and the Higher Ed Representative on the NCW Uniserv Board. With the help of information from WEA and Dr. Harrison, the WVC faculty are actively watching legislative efforts at the state and national level.

Sincerely,

Sharon Wiest

WVC AHE President & WVC Mathematics Professor

ACTION

Tenure Review

Tenure Review: Dr. Faimous Harrison, President

According to Article V of the AHE contract, the tenure review committees have been established and have evaluated the non-tenured faculty members' instructional and professional effectiveness.

First-year probationary faculty members are Oluwaseun Akinterinwa, biology; Andrew Behler, transitional studies; Allie Benn, nursing; Meagan Friesen, biology; Hannah Leaf, nursing; Teri McIntyre, nursing; Michelle McNally, nursing.

Second-year probationary faculty members are Carolina Calderon-Martinez, nursing; Sandra Colbert, English; Jim Lin, physics; Elizabeth McGregor, math; Jazmin Ruiz, science; Anna-Marie Spagna, English; Holly Thorpe, English.

Third-year probationary faculty members are Gretchen Aguilar, nursing; Kristen Baltz, nursing; Hillary Conner, exercise science; Julie Fitch, transitional studies; Francisco Sarmiento-Torres, agriculture; Branwen Schaub, math; Julie Smith, nursing; Nate Suhr, Radiology.

RECOMMENDATION: At the discretion of the board.

Policy Review

Student Affairs Policies:

400.490 ABE/ESL STUDENT IDENTIFICATION CARD POLICY

Students who are enrolled in six or more ABE/ESL credits are eligible to purchase a student photo identification card. The card provides free admittance to WVC athletic events at the (~~Wenatchee campus~~), public transportation, a variety of student services and discounts at ASWVC events. The cards are accepted as valid photo ID by campus offices for purposes of obtaining transcripts, financial aid, ~~or payroll checks, or check-accessing the Library, Student Recreation Center, or the Knights Kuppboard writing at the bookstore.~~

Adopted by the board of trustees: 5/17/06

Last reviewed: 02/ 28 /2025

Policy Contact: Student Services

Related policies and procedures

1400.490 ABE/ESL Student Identification Card [PolicyProcedure](#)

400.000 ~~STUDENT DEVELOPMENT SERVICES~~ POLICY

Wenatchee Valley College will provide comprehensive services and programs to promote student development.

Originally adopted by the board of trustees: 7/12/00

Revised and approved by the president's cabinet: 4/15/03

Adopted by the board of trustees: 6/4/03

Last reviewed: / /

Policy contact: Student Services

Related policies and procedures

1400.400 Student Services Procedure

400.230 ADMINISTRATIVE WITHDRAWAL FROM COLLEGE POLICY

The administration at Wenatchee Valley College can withdraw a student from a course without student consent under certain circumstances. This policy improves enrollment management of high demand classes and includes but is not limited to withdrawal for nonattendance, violation of the student code of conduct, clinical non-performance in an allied health science program, failure to address money owed to the college in excess of \$250.00, and failure to complete a course or program prerequisite.

Supersedes: 7.P.14

Approved by the president's cabinet: 4/15/03

Adopted by the board of trustees: 6/4/03

Last reviewed: ___/___/___

Policy contact: Student Services

Related policies and procedures

1400.230 Administrative Withdrawal from College Procedure

400.075 CLASSROOM ACCESSIBILITY FOR STUDENTS WITH DISABILITIES POLICY

Pursuant to the Wenatchee Valley College Policy 400.080 Academic Adjustments & Auxiliary Aids for Students with Disabilities and in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973 and the disability laws of the state of Washington, Wenatchee Valley College is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights, and privileges of district services, programs and activities in an accessible setting appropriate to the student's needs. This policy and accompanying procedure have been established to ensure **physical** classroom accessibility for qualified students with disabilities.

Approved by the president's cabinet: 5/15/23

Adopted by the board of trustees: 9/13/23

Last reviewed: 9/13/23

Policy contact: Student Access

Related policies and procedures

400.080 [Academic Adjustments & Auxiliary Aid for Students with Disabilities Policy](#)
400.085 [Course Substitution Because of a Disability Policy](#)
400.090 [Accommodations for Students with Learning Disabilities Policy](#)
1400.075 [Classroom Accessibility for Students with Disabilities Procedure](#)
1400.085 [Course Substitution Because of a Disability Procedure](#)

400.540 INTERCOLLEGIATE ATHLETICS POLICY

Wenatchee Valley College offers a program of intercollegiate athletics as part of the total educational program at the college. The extent of the programs depends upon the interests of students as participants. The Northwest Athletic [Association of Community Colleges Conference \(NWAC\)](#) sets participation requirements.

Approved by the president's cabinet: 4/15/03

Adopted by the board of trustees: 6/4/03

Last reviewed: [2/27/25](#) / /

Policy contact: Student Services

Related policies and procedures

None identified at this time

Administrative Services Policies:

600.107 CAPITAL ASSETS & INVENTORY CONTROL POLICY

It is the policy of the board of trustees that the president or designee shall account for all depreciable tangible personal property in accordance with all applicable Washington state policies, statutes and rules. Procedures and systems shall be developed and maintained to insure accountability and control, including:

1. Inventory record procedures for items covered by this policy. Each asset record shall contain information required by state policies or the Washington State Auditor's Office, including identifying decals or tags, assigning custodial responsibility, process for reporting moves, changes or deletions.
2. Items with a value or cost of ~~\$5,000~~ \$10,000 or more and projected useful life of one (1) year or more, and any property deemed to meet the criteria of "small and attractive" will be recorded and tagged.
3. A physical inventory of all property at least every two years.
4. An annual report of the results of the physical inventory to the board of trustees.

Real property, buildings and infrastructure will be recorded in a real property inventory in accordance with applicable Washington state policies, statutes and rules. The record will include acquisition date, value, accumulated depreciation and other information required by state policies, the Washington State Auditor's Office, or other agencies.

Accounting for capital assets will comply with Governmental Accounting Standards Board (GASB) standards and procedures will be reviewed and updated as necessary to maintain compliance.

Approved by the president's cabinet: 8/16/16, 1/31/17

Adopted by the board of trustees: 9/21/16, 2/15/17

Last reviewed: 6/28/22

Policy contact: Administrative Services

Related policies and procedures

1600.107 [Capital Assets & Inventory Control Procedure](#)

RECOMMENDATION: That the board approves the changes presented to policy 400.490, 400.000, 400.075, 400.230, 400.540 and 600.107.

Student Code of Conduct

TO: WVC Board of Trustees
FROM: Dr. Diana Garza, Vice President of Student Affairs
DATE: July 23, 2024
RE: Revised Title IX Student Code of Conduct

On behalf of Wenatchee Valley College, I respectfully request your approval of the attached document. There have been federal changes to the Title IX laws with an implementation date of August 1, 2024. The changes presented for approval incorporate updates and revisions necessary to ensure compliance with current policies and to address the evolving needs of our college community.

Student Conduct Code- Authority (132W-115-WAC):

1. The student conduct code shall apply to student conduct that occurs:
 - a. On college premises.
 - b. At or in connection with college sponsored activities.
 - c. Off college premises, if in the judgment of the college, the conduct has an adverse impact on the college community, the pursuit of its objectives, or the ability of a student or staff to participate in the college's programs and activities.
2. Jurisdiction extends to locations in which students are engaged in college programs or activities including, but not limited to:
 - a. College-sponsored housing;
 - b. Activities funded by the students;
 - c. Student government;
 - d. Student clubs or organizations;
 - e. Athletic events.
3. Students are responsible for their conduct from the time of application for admission through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.
4. These standards shall apply to a student's conduct even if the student withdraws from college while a disciplinary matter is pending.
5. The college has sole discretion, on a case-by-case basis, to determine whether the student conduct code will be applied to conduct by students or student groups that occurs off-campus.
6. In addition to initiating disciplinary proceedings for violation of the student conduct code, the college may refer any violations of federal, state or local laws to civil and criminal authorities for disposition. The college reserves the right to pursue student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution

These updates are crucial to comply with the federal implementation deadline. Your support and approval will maintain the integrity and effectiveness of Wenatchee Valley College, ensuring that our practices align with best practices and legal requirements. We believe these revisions will enhance our ability to serve our students and community effectively.

Please feel free to contact me if you have any questions or need further information.

RECOMMENDATION: That the board approved the revised Student Conduct Code- Authority, WAC 132W-115

1400.110 CODE OF STUDENT CONDUCT PROCEDURE

A. AUTHORITY

The board, acting pursuant to [RCW 28B.50.140 \(14\)](#), delegates to the president of the college the authority to administer disciplinary action. The president is authorized to delegate or reassign any and all duties and responsibilities as set forth in this chapter as may be reasonably necessary. Administration of the disciplinary procedures is the responsibility of the chief student services officer or designee. Except in cases involving allegations of sex discrimination, including sex-based harassment, the student conduct officer, or delegate, shall serve as the principal investigator and administrator for alleged violations of this code.

B. DEFINITIONS

The following definitions shall apply for the purposes of this code of student conduct:

1. **Assembly:** means any overt activity engaged in by one or more persons, the object of which is to gain publicity, advocate a view, petition for a cause, or disseminate information to any person, persons or group of persons.
2. **Board:** means the board of trustees of Wenatchee Valley College.
3. **Calendar day:** means days will be counted by excluding the first day and including the last day of timelines. When the last day falls on a Saturday, Sunday or holiday, the last day will be the next day which is not a Saturday, Sunday or holiday. When the period of time prescribed or allowed is less than seven days, Saturdays, Sundays and holidays are not included in the count.
4. **College:** Wenatchee Valley College and all of its areas, elements, programs and college related activities.
5. **College community:** means students, employees, trustees and volunteers.
6. **College facilities and college facility:** mean and include any and all real and personal property owned, rented, leased, or operated by the board of Wenatchee Valley College, and shall include all buildings and appurtenances attached thereto and all parking lots and other grounds. College facilities extend to distance education classroom environments, and agencies or institutions that have educational agreement with the college.
7. **College official:** includes any person employed by the college performing assigned duties.
8. **College premises:** shall include all campuses of the college, wherever located, and includes all land, buildings, facilities, vehicles, equipment, and other property owned, used, or controlled by the college.
9. **Complainant:** means the following individuals who are alleged to have been subjected to conduct that would constitute sex discrimination: any person who submits a complaint alleging that a student violated the code of student conduct, or in matters of sexual misconduct, a complainant is an alleged victim of sexual misconduct.

(a) a student or employee

(b) a person other than a student or employee who was participating or attempting to participate in the College's education program or activity at the time of the alleged discrimination.

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10. **Conduct review officer:** ~~is a college administrator designated by the president who is responsible for reviewing or referring appeals of student disciplinary actions as specified in this code; is the chief student services officer or other college administrator designated by the president to be responsible for receiving and for reviewing or referring appeals of student disciplinary actions in accordance with the procedures of this code.~~
11. **Controlled substance:** means and includes any drug or substance as defined in [chapter 69.50 RCW](#) as now law or hereafter amended.
- a. **Liquor:** means the definition of liquor as contained within [RCW 66.04.010](#).
- b. **Drugs:** means a narcotic drug as defined in [RCW 69.50.101](#), a controlled substance as defined in [RCW 69.50.201](#) through [RCW 69.50.212](#), or a legend drug as defined in [RCW 69.41.010](#).
12. **Day:** means a weekday, excluding weekends, college holidays, and college closures unless otherwise specified.
13. **Disciplinary action:** is the process by which the student conduct officer imposes discipline against a student for a violation of the code of student conduct. A written or verbal warning is not disciplinary action.
14. **Disciplinary appeal:** is the process by which an aggrieved student party can appeal the discipline imposed or recommended by the student conduct officer. Disciplinary appeals from a suspension in excess of 10 instructional days or a dismissal from the college are heard by the student conduct committee. Appeals of all other disciplinary action shall be reviewed by a conduct review officer through brief adjudicative proceedings. can appeal the discipline imposed by the student conduct officer.
15. **Faculty member and instructor:** are any employee of Wenatchee Valley College who is employed on a full-time or part-time basis as a teacher, instructor, counselor, faculty advisor or librarian.
16. **Filing:** is the process by which a document is officially delivered to a college official responsible for facilitating a disciplinary review. Unless otherwise provided, filing shall be accomplished by:
- a. Hand delivery of the document to the specified college official or college official's assistant; or
- b. By sending the document by email and first-class mail to the specified college email address and official's office address.
- Paper required to be filed shall be deemed filed upon actual receipt during office hours at the office of the specified college official.
17. **Group:** means persons who are associated with each other but who have not complied with college requirements for registration or organization.
18. "Pregnancy or Related Conditions" means: (a) pregnancy, childbirth, termination of pregnancy, or lactation; (b) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (c) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
- ~~19.~~ **President:** means the chief executive officer of the college appointed by the board of trustees and is authorized to delegate any and all responsibilities as set forth in the chapter as may be reasonably necessary.

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20. **“Program” or “Programs and Activities”** means all operations of the College.

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21. **“Relevant”** means related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

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22. **“Remedies”** means measures provided to a complainant or other person whose equal access to the college’s educational programs and activities has been limited or denied by sex discrimination. These measures are intended to restore or preserve that person’s access to educational programs and activities after a determination that sex discrimination has occurred.

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19. **RCW:** means Revised Code of Washington which can be accessed at <https://apps.leg.wa.gov/rcw/>.

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20. **Respondent:** is the student who is alleged to have violated the student conduct code against whom disciplinary action is initiated.

21. **Service:** is the process by which a document is officially delivered to a party. Unless otherwise provided, service upon a party shall be accomplished by:

- Hand delivery of the document to the party; or
- By sending the document by both email and by either certified mail or first-class mail to the party’s last known address.

Service is deemed complete upon hand delivery of the document or upon the date the document is emailed and deposited in the mail.

22. **Sexual misconduct:** has the meaning ascribed to this term in APPENDIX A - Supplemental Title IX Student Conduct Procedures.

23. **Student:** includes all persons taking courses at or through the college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses, online courses, or otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for a particular term, but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered students.

24. **Student Conduct Committee:** refers to a committee that hears appeals related to sanctions imposed on a student, including a suspension or expulsion, due to inappropriate behavioral conduct or actions. The Academic Regulations Committee hears appeals related to academic/ instructional issues such as plagiarism, cheating or other non-behavioral classroom conduct. The Student Conduct Committee does not typically review these cases unless a sanction of suspension or expulsion is imposed (i.e., repeat academic dishonesty behavior or other egregious cases).

25. **Student conduct officer:** is a college administrator designated by the president or chief student services officer to be responsible for implementing and enforcing the code of student conduct.

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26. **“Student employee”** means an individual who is both a student and an employee of the college. When a complainant or respondent is a student employee, the college must make a fact-specific inquiry to determine whether the individual’s primary relationship

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with the college is to receive an education; and whether any alleged student conduct code violation, including but not limited to sex-based harassment, occurred while the individual was performing employment-related work.

27. “Student group” is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.

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28. “Supportive measures” measures means reasonably available, individualized and appropriate, non-punitive and non-disciplinary measures offered by the college to the complainant or respondent without unreasonably burdening either party, and without fee or charge for purposes of:

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a. Restoring or preserving a party's access to the college's educational program or activity, including measures that are designed to protect the safety of the parties or the college's educational environment; or providing support during the college's investigation and disciplinary procedures, or during any informal resolution process; or

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b. Supportive measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of campus; restriction on contact applied to one or more parties; a leave of absence; change in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

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2629. **Student organization:** means any number of students who have met the college's formal requirements of clubs or organizations.

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30. “Title IX Coordinator” is the administrator responsible for processing complaints of sex discrimination, including sex-based harassment, overseeing investigations and informal resolution processes, and coordinating supportive measures, in accordance with college policy.

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2731. **Visitors:** means guests, applicants, contractors, vendors, advisory board members, foundation board members, and members of the public on college premises.

28. **WAC:** means Washington Administrative Code which can be accessed at <https://apps.leg.wa.gov/wac/>.

C. JURISDICTION

1. The code of student conduct shall apply to student conduct by students or student groups that occurs: that occurs

- a. on college premises;
 - b. at or in connection with college sponsored activities; or
 - c. Off college premises, if in the judgment of the college, the conduct has an adverse impact on the college community, the pursuit of its objectives, or the ability of a student or staff to participate in the college's programs and activities, off-campus, when conduct in the judgment of the college, adversely affects the college community or the pursuit of its objectives.
2. Jurisdiction extends to locations in which students are engaged in college programs or activities including, but not limited to, college-sponsored housing, foreign or domestic travel, activities funded by the students, student government, student clubs or organizations, athletic events, training internships, cooperative and distance education, online education, practicums, supervised work experiences or any other college-sanctioned social or club activities. Jurisdiction extends to, but is not limited to, locations in which students are engaged in official college activities including, but not limited to, foreign or domestic travel, activities funded by the associated students, athletic events, training internships, cooperative and distance education, on-line education, practicums, supervised work experiences or any other college-sanctioned social or club activities.
 3. Students are responsible for their conduct from notification of acceptance at the college through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.
 4. These standards shall apply to a student's conduct even if the student withdraws from college while a disciplinary matter is pending.
 5. The college has sole discretion, on a case- by- case basis, to determine whether the student conduct code will be applied to conduct by students or student groups that occurs off-campus. The student conduct officer has sole discretion, on a case-by case basis, to determine whether the code of student conduct will be applied to conduct that occurs off-campus.
 6. In addition to initiating disciplinary proceedings for violation of the student conduct code, the college may refer any violations of federal, state or local laws to civil and criminal authorities for disposition. The college reserves the right to pursue student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

D. STUDENTS ABROAD

Students who participate in any college-sponsored or sanctioned international program shall observe the following:

1. The laws of the host country;
2. The academic and disciplinary regulations of the educational institution or residential housing program where the student is placed;
3. Any other agreements related to the student's program in another country; and
4. Wenatchee Valley College's Code of Student Conduct.

E. STUDENT RIGHTS

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

1. **Academic freedom.**

- a. Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
- b. Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of [RCW 28B.50.090 \(3\)\(b\)](#).
- c. Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
- d. Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

2. **Due process.**

- a. The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
- b. No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
- c. A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this procedure.
- d. Any student undergoing a conduct hearing process is entitled to receive a written summary of the results and findings of the hearing.

F. PROHIBITED STUDENT CONDUCT

The college may impose disciplinary sanctions against a student who commits, attempts to commit, aids, abets, incites, encourages, or assists another person to commit, an act(s) of misconduct which include, but are not limited to, the following:

1. **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication.
 - a. Cheating includes using or any attempt to use, give or obtain unauthorized assistance relating to the completion of an academic assignment.
 - b. Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person, or artificial intelligence, in completing an academic assignment. Plagiarism may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.

- c. Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor concerning the completion of an assignment.
 - d. No student shall be allowed to withdraw from a course or from the college to avoid the consequences of academic dishonesty.
 - e. The decision to bring a student conduct proceeding under this code for academic dishonesty is at the sole discretion of the student conduct officer. Nothing in this code prohibits instructors and/or academic divisions or departments from imposing academic sanctions, up to and including a failing grade in an academic course or dismissal from an academic program, in response to academic dishonesty. Policies and procedures governing the imposition of academic sanctions for academic dishonesty can be found in the college's Academic Regulations Committee Procedures, the course syllabus, and any applicable program handbook.
2. **Other dishonesty.** Any other acts of dishonesty, such acts include, but are not limited to:
 - a. Forgery, alteration, submission of falsified documents, or misuse of any college document, record, or instrument of identification;
 - b. Tampering with an election conducted by or for college students; or
 - c. Furnishing false information, or failing to furnish correct information, in response to the request or requirement of a college officer or employee.
3. **Obstruction or disruption.** Obstruction or disruption of:
 - a. Any instruction, research, administration, disciplinary proceeding, or other college activity, including the obstruction of the free flow of pedestrian or vehicular movement on college property or at a college activity; or
 - b. Any activity that is authorized to occur on college property, whether or not actually conducted or sponsored by the college.
 - c. Any activity which inhibits or interferes with the orderly operation of the college or the ability of students and/or college personnel to perform their functions in an orderly environment or assisting or encouraging another person to engage in such conduct.
4. **Assault, intimidation, harassment.** Unwanted touching, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, stalking, or other conduct, which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. See college policy 500.450 violence in the workplace.
5. **Bullying is severe or pervasive physical or verbal (written or oral) abuse.** For purposes of this code, bullying is defined as repeated or aggressive unwanted behavior, not otherwise protected by law that intentionally humiliates, harms or intimidates the victim.
6. **Cyber misconduct.** Cyberstalking, cyberbullying, or online harassment. Use of electronic communications including, but not limited to, email, instant messaging, online bulletin boards, [applications \(apps\)](#), and social media sites to harass, abuse, bully, or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not limited to, unauthorized monitoring of another's email communications directly or through spyware, sending threatening emails, disrupting electronic communications with spam or by sending a computer virus, sending false messages to third parties using

another's email identity, nonconsensual recording of sexual activity, and nonconsensual distribution of a recording of sexual activity.

7. **Disruption or obstruction.** Disruption or obstruction of instruction, research, administration, disciplinary proceeding, or other college activity, including the obstruction of the free flow of pedestrian or vehicular movement on college premises or at a college activity, or any activity that is authorized to occur on college premises, whether or not actually conducted or sponsored by the college.

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8. **Discriminatory harassment.**

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a. Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, not otherwise protected by law, that is directed at a person because of such person's protected status and that is sufficiently severe, persistent, or pervasive so as to:

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i. Limit the ability of a student to participate in or benefit from the college's educational and/or social programs and/or student housing;

ii. Alter the terms of an employee's employment; or

iii. Create an intimidating, hostile, or offensive environment for other campus community members.

b. Protected status includes a person's race; color; creed/religion; national origin; presence of any sensory, mental or physical disability; use of a trained service animal; sex, including pregnancy; marital status; age; genetic information; sexual orientation; gender identity or expression; honorably discharged veteran or military status; HIV/AIDS and hepatitis C status; or membership in any other group protected by federal, state, or local law.

c. Discriminatory harassment may be physical, verbal, or nonverbal conduct and may include written, social media, and electronic communications not otherwise protected by law.

9. **Ethical Violation.** The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major.

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10. **Property violation.** Damage to, or theft or misuse of, real or personal property or money of:

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a. The college or state;

b. Any student or college officer, employee or organization;

c. Any other member of the college community, visitors, or organization; or

d. Possession of such property or money after it has been stolen.

e. Property, which includes computer passwords, access codes, identification cards, personal financial account numbers, other confidential personal information, intellectual property, and college trademarks.

11. **Failure to comply with directive.** Failure to comply with the direction of a college officer or employee who is acting in the legitimate performance of duties, including failure to properly identify oneself to such a person when requested to do so.

912. Weapons. The possession, carrying or discharge of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device or any other weapon capable of producing bodily harm is prohibited on the college campus and during college programming and activities. (including but not limited to shot guns, pistols, air guns, pellet guns, and paint-ball guns), whether loaded or unloaded, is prohibited on Wenatchee Valley College owned or controlled property, unless otherwise authorized in this provision and subject to the following exceptions (see college 000.270 weapons on campus policy and 1000.270 weapons on campus procedure):

- a. A simulated firearm, or weapon may be authorized and permitted for educational purposes in connection with Wenatchee Valley College related research, teaching or theatrical production, (e.g., stage play or film production, or rehearsals). Any person seeking to bring a firearm or other weapon onto campus for purposes directly related to a class or other educational activity must obtain prior written authorization from the president or designee. The president or designee shall review any such request and may establish conditions to the authorization. Any permission shall be in writing and subject to such terms or conditions incorporated into the written permission. Any person may possess a personal protection spray device, as authorized by [RCW 9.91.160](#), while on property owned or controlled by Wenatchee Valley College.

13. Harassment or bullying. Conduct unrelated to a protected class that is unwelcome and sufficiently severe, persistent, or pervasive such that it could reasonably be expected to create an intimidating, hostile, or offensive environment, or has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

- a. Harassing conduct may include, but is not limited to, physical, verbal, or nonverbal conduct, including written, social media, and electronic communications not otherwise protected by law.
- b. For purposes of this code, "bullying" is defined as repeated or aggressive unwanted behavior not otherwise protected by law when a reasonable person would feel humiliated, harmed, or intimidated.
- c. For purposes of this code, "intimidation" is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though an explicit threat or display of physical force has not been made. Intimidation is evaluated based on the intensity, frequency, context, and or duration of the comments or actions.

4014. Hazing. Hazing is any act committed as part of a person's recruitment, initiation, pledging, admission into, or affiliation with a college sponsored student organization, athletic team, or living group, or any pastime or amusement engaged in with respect to such an organization, athletic team, or living group that causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student, including causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm, regardless of the person's willingness to participate. "Hazing" does not include customary athletic events or other similar contests or competitions. Consent is not a valid defense against hazing. Hazing includes, but is not limited to, any method of

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initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group, that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm to any student or other person attending Wenatchee Valley College. Consent is no defense to hazing. The term does not include customary athletic events or other similar contests or competitions. Hazing is also a misdemeanor, punishable under state law.

4415. Alcohol, drug, and tobacco violations.

- a. **Alcohol.** The use, possession, delivery, sale, or being observably under the influence of any alcoholic beverage, except as permitted by law and applicable college policies or procedures.
- b. **Marijuana.** The use, possession, delivery, sale, or being observably under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.
- c. **Drugs.** The use, possession, production, delivery, sale, or being observably under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined in [chapter 69.41 RCW](#), or any other controlled substance under [chapter 69.50 RCW](#), except as prescribed for a student's use by a licensed practitioner.
- d. **Tobacco.** The use of tobacco, electronic cigarettes, and related products in any building owned, leased or operated by the college or in any location where such use is prohibited, including twenty-five feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased or operated by the college. The use of tobacco, electronic cigarettes, and related products on the college campus is restricted to designated smoking areas. "Related products" include, but are not limited to cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, vaporizers, and snuff. This includes electronic cigarettes, and related products. The college community and visitors will abide by all Washington state laws and college policy as it relates to the use of tobacco, electronic cigarettes, and related products. See college policy 000.240 Tobacco Free Campus Policy.

4216. Lewd conduct. Conduct which is lewd, obscene, or indecent.

4317. Discriminatory conduct. Discriminatory conduct which harms or adversely affects any member of the college community and/or visitors because of race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age; religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See college policy 000.330 discrimination & discriminatory harassment.

4418. Sexual misconduct. The term sexual misconduct includes sexual harassment, sexual intimidation, and sexual violence. Sexual harassment prohibited by Title IX is defined in the Supplemental Procedures to this Code. See APPENDIX A - Supplemental Title IX Student Conduct Procedures.

- a. **Sexual harassment.** The term sexual harassment means unwelcome sexual or gender-based conduct, including unwelcome sexual advances, requests for sexual favors, quid pro quo harassment, and other verbal, nonverbal, or physical conduct of a sexual or a gendered nature that is sufficiently severe, persistent, or pervasive as to:

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- i. Deny or limit the ability of a student to participate in or benefit from the college's educational program;
 - ii. Alter the terms or conditions of employment for a college employee(s); and/or
 - iii. Create an intimidating, hostile, or offensive environment for other campus community members.
- b. **Sexual intimidation.** The term sexual intimidation incorporates the definition of sexual harassment and means threatening or emotionally distressing conduct based on sex, including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.
- c. **Sexual violence.** Sexual violence is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.
- i. **Nonconsensual sexual intercourse.** Any actual or attempted sexual intercourse (anal, oral or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - ii. **Nonconsensual sexual contact.** Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - iii. **Incest.** Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.
 - iv. **Statutory rape.** Consensual intercourse between a person who is 18 years of age or older, and a person who is under the age of 16.
 - v. **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, [RCW 26.50.010](#).
 - vi. **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (a). The length of the relationship;
 - (b). The type of relationship; and
 - (c). The frequency of interaction between the persons involved in the relationship.

- vii. **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for their safety or the safety of others; or (b) suffer substantial emotional distress.
- d. For purposes of this code, **consent** means knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact. A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

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19. Harassment or bullying. Conduct unrelated to a protected class that is unwelcome and sufficiently severe, persistent, or pervasive such that it could reasonably be expected to create an intimidating, hostile, or offensive environment, or has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

a. Harassing conduct may include, but is not limited to, physical, verbal, or nonverbal conduct, including written, social media, and electronic communications not otherwise protected by law.

b. For purposes of this code, "bullying" is defined as repeated or aggressive unwanted behavior not otherwise protected by law when a reasonable person would feel humiliated, harmed, or intimidated.

c. For purposes of this code, "intimidation" is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though an explicit threat or display of physical force has not been made. Intimidation is evaluated based on the intensity, frequency, context, and or duration of the comments or actions.

~~Harassment. Unwelcome and offensive conduct including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational, social, or housing programs or that creates an intimidating, hostile, or offensive environment for other college community members and/or visitors. Harassing conduct may include, but is not limited to, physical, verbal, written, social media and electronic communications.~~

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4620. **Protected status** includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age; religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "sexual misconduct" for the definition of "sexual harassment". See also college's discrimination and discriminatory harassment policy 000.330 and sexual harassment/Title IX policy 000.340.

4721. Retaliation. Harming, threatening, intimidating, coercing, or other adverse action taken against any individual for reporting, providing information, exercising one's rights or responsibilities, participating, or refusing to participate, in the process of responding to, investigating, or addressing allegations or violations of federal, state or local law, or college policies.

Any intentional, adverse action taken by an accused individual or allied third party, absent legitimate nondiscriminatory purposes, as reprisal against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations or violations of federal, state or local law, or college policies including, but not limited to, code of student conduct provisions prohibiting discrimination and harassment. Retaliatory actions include, but are not limited to, threats or actual violence against the person or their property, adverse educational or employment consequences, ridicule, intimidation, bullying or ostracism.

22. Sex Discrimination. The term "sex discrimination" includes sex-based harassment, and may occur when a respondent causes more than *de minimis* harm to an individual by treating them different from a similarly-situated individual on the basis of: sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Conduct that prevents an individual from participating in an education program or activity consistent with the person's gender identity subjects a person to more than *de minimis* (insignificant) harm on the basis of sex.

a. **Sex-Based Harassment.** "Sex-based harassment" is a form of sex discrimination and means sexual harassment or other harassment on the basis of sex, including the following conduct:

i. **Quid pro quo harassment.** A student, employee, agent, or other person authorized by the college to provide an aid, benefit, or service under the college's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

ii. **Hostile environment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

a. The degree to which the conduct affected the complainant's ability to access the college's education program or activity;

b. The type, frequency, and duration of the conduct;

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- c. The parties' ages, roles within the college's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- d. The location of the conduct and the context in which the conduct occurred; and
- e. Other sex-based harassment in the college's education program or activity.
- **iii. Sexual Violence.** "Sexual violence" includes nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, incest, statutory rape, domestic violence, dating violence, and stalking.
- **a. Nonconsensual sexual intercourse** is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
- **b. Nonconsensual sexual contact (Fondling)** is any actual or attempted intentional sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
- **c. Incest** is sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren, and adopted children under the age of eighteen (18).
- **d. Statutory Rape (Rape of a Child)** is non-forcible sexual intercourse with a person who is under the statutory age of consent.
- **e. Domestic violence** is physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, coercive control, damage or destruction of personal property, or stalking or any other conduct prohibited under RCW 10.99.020, committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington.
- **f. Dating violence** is physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - • The length of the relationship;
 - • The type of relationship; and
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- The frequency of interaction between the persons involved in the relationship.

g. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or to suffer substantial emotional distress.

23. Title IX Retaliation, means intimidation, threats, coercion, or discrimination against any person by a student, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in a sex discrimination investigation, proceeding, or hearing under this part, including during an informal resolution process, during a Title IX investigation, or during any disciplinary proceeding involving allegations of sex discrimination.

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4824. Theft or misuse of electronic resources. Theft or other misuse of computer time or other electronic information resources of the college. Such misuse includes, but is not limited to:

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- Unauthorized use of such resources or opening of a file, message or other item;
- Unauthorized duplication, transfer, or distribution of a computer program, file, message or other item;
- Unauthorized use or distribution of someone else's password or other identification;
- Use of such time or resources to interfere with someone else's work;
- Use of such time or resources to send, display, or print an obscene or abusive message, text or image;
- Use of such time or resources to interfere with normal operation of the college's computing system or other electronic information resources;
- Use of such time or resources in violation of applicable copyright or other law;
- Adding to or otherwise altering the infrastructure of the college's electronic information resources without authorization; or
- Failure to comply with the college's technology acceptable use policy (700.150 acceptable use, authorized user policy).

4925. Unauthorized access. Unauthorized possession, duplication, or other use of a key, keycard, or other restricted means of access to college property, or unauthorized entry onto or into college property.

2026. Safety violations. Safety violations include any non-accidental conduct that interferes with or otherwise compromises any college policy, equipment, or procedure relating to the safety and security of the college community and/or visitors, including tampering with fire safety equipment and triggering false alarms or other emergency response systems.

21. **Violation of other laws or policies.** Violation of any federal, state, or local law, rule, or regulation, or other college rules or policies, including college traffic and parking rules.

22. **Ethical violation.** The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major. These ethics codes must be distributed to students as part of an educational program,

course or sequence of courses and the student must be informed that a violation of such ethics codes may subject the student to disciplinary action by the college.

In addition to initiating discipline proceedings for violation of the code of student conduct, the college may refer any violations of federal, state, or local laws to civil and criminal authorities for disposition. The college shall proceed with student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

G. CORRECTIVE ACTION, DISCIPLINARY SANCTIONS, TERMS & CONDITIONS

The following disciplinary sanctions may be imposed upon students found to have violated the code of student conduct. Depending upon the misconduct, more than one sanction may be imposed. Other than college dismissal or revocation or withholding of a degree, disciplinary sanctions are not made part of the student's academic record, but are part of the student's disciplinary record. Violation of any term or condition of any disciplinary sanction constitutes a new violation and may subject the student to additional sanctions.

1. **Disciplinary warning.** A verbal statement to a student that there is a violation and that continued violations may be cause for further disciplinary action. Warnings are corrective actions, not disciplinary, and may not be appealed.
2. **Written reprimand.** Notice in writing that the student has violated one or more terms of this code of conduct and that continuation of the same or similar behavior may result in more severe disciplinary action.
3. **Disciplinary probation.** Formal action placing specific conditions and restrictions upon the student's continued attendance depending upon the seriousness of the violation and which may include a deferred disciplinary sanction. If the student subject to a deferred disciplinary sanction is found in violation of any college rule during the time of disciplinary probation, the deferred disciplinary sanction, which may include, but is not limited to, a suspension or a dismissal from the college, shall take effect immediately without further review. Any such sanction shall be in addition to any sanction or conditions arising from the new violation. Probation may be for a limited period of time or may be for the duration of the student's attendance at the college.
4. **Disciplinary suspension.** Dismissal from the college and from the student status for a stated period of time. There will be no refund of tuition or fees for the quarter in which the action is taken.
5. **Dismissal.** The revocation of all rights and privileges of membership in the college community and exclusion from all college campuses and college-owned or controlled facilities without any possibility of return. There will be no refund of tuition or fees for the quarter in which the action is taken.

Disciplinary terms and conditions that may be imposed in conjunction with the imposition of a disciplinary sanction include, but are not limited to, the following:

6. **Educational sanction.** The college may require the student to complete an educational activity or experience directly related to the violation committed, at the student's expense.
7. **Professional evaluation.** Referral for drug, alcohol, psychological, or medical evaluation by an appropriately certified or licensed professional may be required. The student may choose the professional within the scope of practice and with the professional credentials as defined by the college. The student will sign all necessary releases to allow the college access to any such evaluation. The student's return to

college may be conditioned upon compliance with recommendations set forth in such a professional evaluation. If the evaluation indicates that the student is not capable of functioning within the college community, the student will remain suspended until future evaluation recommends that the student is capable of reentering the college and complying with the rules of conduct.

8. **Not in good standing.** A student may be deemed not in good standing with the college. If so, the student shall be subject to the following restrictions:
 - a. Ineligible to hold an office in any student organization recognized by the college or to hold any elected or appointed office of the college.
 - b. Ineligible to represent the college to anyone outside the college community in any way, including representing the college at any official function, or any forms of intercollegiate competition or representation.
9. **Restitution or monetary fine.** Reimbursement for damage to or misappropriation of property, or for injury to persons, or for reasonable costs incurred by the college in pursuing an investigation or disciplinary proceeding. This may take the form of monetary reimbursement, appropriate service, monetary fine or other compensation.
10. **Hold on transcript or registration.** This is a temporary measure restricting release of a student's transcript or access to registration. Upon satisfactory completion of the conditions of the sanction, the hold will be released.
11. **Revocation of admission or degree.** Admission to or a degree awarded from the college may be revoked for fraud, misrepresentation, or other violation of standards of conduct for students in obtaining the degree, or for other serious violations committed by a student prior to graduation.
12. **Withholding degree.** The college may withhold awarding a degree otherwise earned until the completion of the process set forth in this Section, including the completion of all sanctions imposed.
13. **No trespass order.** A student may be restricted from college property and/or college-sponsored activities based on the violation, based on misconduct. *Residence Hall Suspension or Termination. Removal from a residence hall for a specified period or permanently. Conditions may be imposed before a student is permitted to return to a residence hall.*
14. **No contact ~~order~~ directive.** An order directing a student to have no contact with a specified member of the college community, visitor or a particular college facility.

H. HAZING SANCTIONS

(1) Any student group that knowingly permits hazing is strictly liable for harm caused to persons or property resulting from hazing. If the organization, association, or student living group is a corporation, whether for profit or nonprofit, the individual directors of the corporation may be held individually liable for damages.

(2) Any person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the college.

(3) Any student group that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by the college.

(4) Any student group found responsible for violating the code of student conduct, college anti-hazing policies, or state or federal laws relating to hazing or offenses related to alcohol, drugs, sexual assault, or physical assault will be disclosed in a public report issued by the college setting forth the name of the student group, the date the investigation began, the date the investigation ended, a finding of responsibility, a description of the incident(s) giving rise to the finding, and the details of the sanction(s) imposed.

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HJ. HEARING PROCEDURES - Initiation of disciplinary action

1. All disciplinary actions will be initiated by the student conduct officer. If that officer is the subject of a complaint initiated by the respondent, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complaint.
2. The student conduct officer, or designee, shall initiate disciplinary action by serving the respondent with written notice directing the student to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the code of student conduct the respondent is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to attend the meeting, after proper service of notice, the student conduct officer may take disciplinary action based upon the available information.

(a) Sex discrimination, including sex-based harassment. The college's Title IX Coordinator or designee shall review, process, and, if applicable, investigate complaints or other reports of sex discrimination, including sex-based harassment. Allegations of sex discrimination, including sex-based harassment, by a student shall be addressed through the student conduct code. Allegations involving employees or third parties associated with the college will be handled in accordance with college policies.

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3. The student conduct officer, prior to taking disciplinary action in a case involving sexual misconduct, will make a reasonable effort to contact the complainant to discuss the results of the investigation and possible disciplinary sanctions and/or conditions, if any, that may be imposed upon the respondent if the allegations of sexual misconduct are found to have merit.
4. Within 10 days of the initial disciplinary meeting and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting the decision, the specific code of student conduct provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal. This period may be extended at the sole discretion of the student conduct officer, if additional information is necessary to reach a determination. The student conduct officer will notify the parties of any extension period and the reason therefore.
5. The student conduct officer may take any of the following disciplinary actions:
 - a. Exonerate the respondent and terminate the proceedings.
 - b. Impose a disciplinary sanction(s) as described in Section G, Disciplinary Sanctions.

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- c. Refer the matter directly to the student conduct committee for such disciplinary action as the committee deems appropriate. Such referral shall be in writing, to the attention of the chair of the student conduct committee, with a copy served on the respondent.

6. In cases involving allegations of sexual misconduct, the student conduct officer shall review the investigation report provided by the Title IX Coordinator, and determine whether, by a preponderance of the evidence, there was a violation of the student conduct code; and if so, what disciplinary sanction(s) and/or remedies will be recommended. The student conduct officer shall, within five (5) business days of receiving the investigation report, serve respondent, complainant, and the Title IX Coordinator with a written recommendation, setting forth the facts and conclusions supporting their recommendation. The time for serving a written recommendation may be extended by the student conduct officer for good cause. , on the same date that a disciplinary decision is served on the respondent, will serve a written notice informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including disciplinary suspension or dismissal of the respondent. The notice will also inform the complainant of their appeal rights. If protective sanctions and/or conditions are imposed, the student conduct officer shall make a reasonable effort to contact the complainant and ensure prompt notice of the protective disciplinary sanctions and/or conditions. See APPENDIX A—Supplemental Title IX Student Conduct Procedures.

- a. The complainant and respondent may either accept the student conduct officer's recommended disciplinary sanction(s) or request a hearing before a student conduct committee.
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- b. The complainant and respondent shall have 21 calendar days from the date of the written recommendation to request a hearing before a student conduct committee.
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- c. The request for a hearing may be verbal or written, but must be clearly communicated to the student conduct officer.
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- d. The student conduct officer shall promptly notify the other party of the request.
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- e. In cases involving sex discrimination, the student conduct officer may recommend dismissal of the complaint if:
 - i. The college is unable to identify respondent after taking reasonable steps to do so;
 - ii. Respondent is not participating in the college's educational programs or activities;
 - iii. The complainant has voluntarily withdrawn any or all of the allegations in the complaint, and the Title IX Coordinator has declined to initiate their own complaint;
 - iv. The college determines that, even if proven, the conduct alleged by the complainant would not constitute sex discrimination; or
 - v. The conduct alleged by the complainant falls outside the college's disciplinary jurisdiction.
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- f. In cases involving allegations of sex-based harassment, the college must obtain the complainant's voluntary withdrawal in writing before the matter can be dismissed.
- g. If no request for a full hearing is provided to the student conduct officer, the student conduct officer's written recommendation shall be final and implemented immediately following the expiration of twenty-one (21) calendar days from the date of the written recommendation.
- h. Upon receipt of the student conduct officer's written recommendation, the Title IX Coordinator or their designee shall review all supportive measures and, within five (5) business days, provide written direction to the complainant and respondent as to any supportive measures that will be implemented, continued, modified, or terminated. If either party is dissatisfied with the supportive measures, the party may seek review in accordance with the college's Title IX investigation procedure.
- a. The complainant and respondent will have three (3) business days to notify the Title IX Coordinator, in writing, of any objection to the continuation, modification, or termination of any supportive measures. Any objection will be reviewed within three (3) business days by a neutral impartial employee, who will review the investigation report, student conduct officer's recommendation, confer with the Title IX Coordinator or their designee, complainant and respondent, as appropriate, and determine whether to continue, modify, or terminate the supportive measures.
- i. If the respondent is found responsible for engaging in sex discrimination, it is determined that a violation of the student conduct code occurred, the Title IX Coordinator shall also take prompt steps to coordinate and implement any necessary remedies to ensure that sex discrimination does not recur and that complainant has equal access to the college's programs and activities.
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1. APPEAL - Appeal from disciplinary action

1. Except as specified for cases involving allegations of sex discrimination, as set forth in WAC 132 - 115 - 080 (12) [Initiation of Disciplinary Action], the respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within twenty-one (21) calendar ~~40~~ days of service of the student conduct officer's decision. Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the student conduct officer's decision shall be deemed final.
2. The notice of appeal must include a brief statement explaining why the respondent is seeking review.
3. The parties to an appeal shall be the respondent, complainant if any, and the conduct review officer.
4. A respondent, who timely appeals a disciplinary action or whose case is referred to the student conduct committee, has a right to a prompt, fair and impartial hearing as provided for in these procedures.
5. On appeal, the college bears the burden of establishing the evidentiary facts underlying the imposition of a disciplinary sanction by a preponderance of the evidence.
6. Imposition of disciplinary action for violation of the code of student conduct shall be stayed pending appeal, unless respondent has been summarily suspended.

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7. The student conduct committee shall hear appeals from:
 - a. The imposition of disciplinary suspensions in excess of 10 days;
 - b. Dismissals; and
 - c. Discipline cases referred to the committee by the student conduct officer, the conduct review officer or the president.
8. Student conduct appeals from the imposition of the following disciplinary sanctions shall be reviewed through a brief adjudicative proceeding:
 - a. Suspensions of 10 days or less;
 - b. Disciplinary probation;
 - c. Written reprimands; and
 - d. Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.
9. Except as provided elsewhere in these rules, disciplinary warnings and dismissals of disciplinary actions are final action and are not subject to appeal.
10. In cases involving allegations of sexual misconduct, the complainant has the right to appeal the following actions by the student conduct officer following the same procedures as set forth above for the respondent:
 - a. The dismissal of a sexual misconduct complaint; or
 - b. Any disciplinary sanction(s) and conditions imposed against a respondent for a sexual misconduct violation, including a disciplinary warning.
11. If the respondent timely appeals a decision imposing discipline for a sexual misconduct violation, the college shall notify the complainant of the appeal and provide the complainant an opportunity to intervene as a party to the appeal.
12. Except as otherwise specified in this Section, a complainant who timely appeals a disciplinary decision or who intervenes as a party to a respondent's appeal of a disciplinary decision shall be afforded the same procedural rights as are afforded the respondent.

J. BRIEF ADJUDICATIVE PROCEEDINGS – INITIAL HEARING

1. Brief adjudicative proceedings shall be conducted by a conduct review officer. The conduct review officer shall not participate in any case in which involved as a complainant or witness, or in which there is direct or personal interest, prejudice, or bias, or in which previous actions have been taken in an advisory capacity.
2. The parties to a brief adjudicative proceeding are the respondent, the student conduct officer, and the complainant in cases involving sexual misconduct. Before taking action, the conduct review officer shall conduct an informal hearing and provide each party:
 - a. An opportunity to be informed of the college's view of the matter; and
 - b. An opportunity to explain the party's view of the matter.
3. The conduct review officer shall serve an initial decision upon both the respondent and the student conduct officer within ~~40~~ **ten (10) calendar** days of the completion of the informal hearing. The initial decision shall contain a brief written statement of the reasons for the decision and information about how to seek administrative review of the

initial decision. If no request for review is filed within ~~twenty-one (21) calendar~~~~40~~ days of service of the initial decision, the initial decision shall be deemed the final decision.

4. In cases involving allegations of sexual misconduct, the conduct review officer, on the same date as the initial decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection. The notice will also inform the complainant of their appeal rights. See APPENDIX A - Supplemental Title IX Student Conduct Procedures.
5. If the conduct review officer, upon review, determines that the respondent's conduct may warrant imposition of a disciplinary suspension ~~in excess of more than ten (10) days~~, or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

K. BRIEF ADJUDICATIVE PROCEEDINGS – REVIEW OF INITIAL DECISION

1. An initial decision is subject to review by the president, provided a party files a written request for review with the conduct review officer within ~~twenty-one (21) calendar~~ ~~40~~ days of service of the initial decision.
2. The president shall not participate in any case in which involved as a complainant or witness, or in which there is direct or personal interest, prejudice, or bias, or in which previous actions have been taken in an advisory capacity.
3. During the review, the president shall give each party an opportunity to file written responses explaining their view of the matter and shall make any inquiries necessary to ascertain whether the sanctions should be modified or whether the proceedings should be referred to the student conduct committee for a formal adjudicative hearing.
4. The decision on review must be in writing and must include a brief statement of the reason for the decision and must be served on the parties within 20 calendar days of the initial decision or of the request for review, whichever is later. The decision on review will contain a notice that judicial review may be available. A request for review may be deemed to have been denied if the president does not make a disposition of the matter within 20 calendar days after the request is submitted.
5. If the president, upon review, determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than 10 days, or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.
6. In cases involving allegations of sexual misconduct, the president, on the same date as the final decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent. The notice will also inform the complainant of their appeal rights.

L. STUDENT CONDUCT COMMITTEE

1. The student conduct committee shall consist of five members appointed by the president or designee:
 - a. Two full-time students appointed by ASWVC/ASWVCO;
 - b. One full-time classified staff member;

- c. One faculty member; and
 - d. One administrator (other than an administrator serving as a student conduct officer or conduct review officer).
2. The administrator shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee. The chair shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.
 3. Hearings may be heard by hearing panel consisting of a quorum of three members of the committee, so long as one member is the chair. Committee action may be taken upon a majority vote of all committee members presiding over the hearing.
 4. Members of the student conduct committee shall not participate in any case in which they are a party, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition for disqualification of a committee member.

(5) For cases involving allegations of sex discrimination, including sex-based harassment, members of the student conduct committee must receive training on serving impartially, avoiding prejudgment of facts at issue, conflicts of interest, and bias. The chair must also receive training on the student conduct process for sex discrimination cases, as well as the meaning and application of the term, "relevant," in relations to questions and evidence, and the types of evidence that are impermissible, regardless of relevance in accordance with 34 C.F.R. § 106.45 and § 106.46.

(6) The College may, in its sole discretion, contract with an administrative law judge or other qualified person to act as the presiding officer, authorized to exercise any or all duties of the student conduct committee and/or committee chair.

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M. STUDENT CONDUCT COMMITTEE – APPEAL

1. Proceedings of the student conduct committee shall be governed by the [Administrative Procedure Act, chapter 34.05 RCW](#).
2. The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven calendar days in advance of the hearing date. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause shown.
3. The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and form of any discovery, issuance of protective decisions, and similar procedural matters.
4. Upon request, filed at least five days before the hearing by any party or at the direction of the committee chair, the parties shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present to the committee. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.
5. The committee chair may provide to the committee members in advance of the hearing copies of (a) the conduct officer's notification of the imposition of discipline, or referral to the committee, and (b) the notice of appeal, or any response to referral, by the respondent. If doing so, however, the chair should remind the members that these pleadings are not evidence of any facts they may allege.

6. The parties may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.
7. The student conduct officer, upon request, shall provide reasonable assistance to the respondent in obtaining relevant and admissible evidence that is within the college's control.
8. Communications between committee members and other hearing participants regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper ex parte communication shall be placed on the record, as further provided in [RCW 34.05.455](#).
9. Each party may be accompanied at the hearing by a non-attorney assistant of the party's choice. A respondent, or complainant in a case involving allegations of sexual misconduct, may elect to be represented by an attorney at their own cost, but will be deemed to have waived that right unless, at least four business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent or the complainant is represented by an attorney, the student conduct officer may also be represented by a second, appropriately screened assistant attorney general.

N. STUDENT CONDUCT COMMITTEE HEARINGS – PRESENTATION OF EVIDENCE

1. Upon the failure of any party to attend or participate in a hearing, the student conduct committee may either:
 - a. Proceed with the hearing and issuance of its decision; or
 - b. Serve a decision of default in accordance with [RCW 34.05.440](#).
2. The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.
3. The chair shall cause the hearing to be recorded by a method he/she selects, in accordance with [RCW 34.05.449](#). That recording, or a copy, shall be made available to any party upon request. The chair shall assure maintenance of the record of the proceeding that is required by [RCW 34.05.476](#), which shall also be available upon request for inspection and copying by any party. Other recording shall also be permitted, in accordance with [WAC 10-08-190](#).
4. The chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee.
5. The student conduct officer, unless represented by an assistant attorney general, shall present the case for imposing disciplinary sanctions.
6. All testimony shall be given under oath or affirmation. Evidence shall be admitted or excluded in accordance with [RCW 34.05.452](#).
7. 7.
8. In cases involving allegations of sex-based harassment, the complainant and respondent may not directly question one another or other witnesses. In such circumstances, the chair will determine whether questions will be submitted to the chair.

who will then ask questions of the parties and witnesses, or allow questions to be asked directly of any party or witnesses by a party's attorney or advisor. The committee chair may revise this process if, in the chair's determination, the questioning by any party, attorney, or advisor, becomes contentious or harassing.

In cases involving allegations of sexual misconduct, neither party shall directly question or cross-examine one another. Attorneys for the parties are also prohibited from questioning the opposing party absent express permission from the committee chair. Subject to this exception, all cross-examination questions shall be directed to the committee chair, who in their discretion shall pose the questions on the party's behalf.

a. Prior to any question being posed to a party or witness, the chair must determine whether the question is relevant and not otherwise impermissible; and must explain any decision to exclude a question that is deemed not relevant, or is otherwise impermissible. The chair will retain for the record copies of any written questions provided by any party.

b. The chair must not permit questions that are unclear or harassing; but shall give the party an opportunity to clarify or revise such a question.

c. The chair shall exclude and the committee shall not consider legally privileged information unless the individual holding the privilege has waived the privilege. Privileged information includes, but is not limited to information protected by the following: (a) spousal/domestic partner privilege; (b) attorney-client communications and attorney work product privilege; (c) clergy privileges; (d) medical or mental health providers and counselor privileges; (e) sexual assault and domestic violence advocate privileges; and (f) other legal privileges set forth in RCW 5.60.060 or federal law.

d. The chair shall exclude and the committee shall not consider questions or evidence that relate to the complainant's sexual interests or prior sexual conduct, unless such question or evidence is offered to prove someone other than the respondent committed the alleged conduct, or is evidence of specific instances of prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

e. The committee may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The committee must not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.

9. Except in cases involving allegations of sex-based harassment, the chair has the discretion to determine whether a respondent may directly question any witnesses; and if not, to determine whether questions must be submitted to the chair to be asked of witnesses, or to allow questions to be asked by an attorney or advisor for the respondent.

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O. STUDENT CONDUCT COMMITTEE – INITIAL DECISION

1. At the conclusion of the hearing, the student conduct committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee

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also may permit each party to propose findings, conclusions, and/or a proposed decision for its consideration.

2. Within 30 calendar days following the later of the conclusion of the hearing, or the committee's receipt of closing arguments, the committee shall issue an initial decision in accordance with [RCW 34.05.461](#) and [WAC 10-08-210](#). The initial decision shall include findings on all material issues of fact and conclusions on all material issues of law, including which, if any, provisions of the code of student conduct were violated. Any findings based substantially on the credibility of evidence or the demeanor of witnesses shall be so identified.
3. The committee's initial decision shall also include a determination on appropriate discipline, if any. If the matter was referred to the committee by the student conduct officer, the committee shall identify and impose disciplinary sanction(s) or condition(s), if any, as authorized in the code of student conduct. If the matter is an appeal by the respondent, the committee may affirm, reverse, or modify the disciplinary sanction(s) and/or condition(s) imposed by the student conduct officer and/or impose additional disciplinary sanction(s) or condition(s) as authorized herein.
4. The committee chair shall cause copies of the initial decision to be served on the parties and their legal counsel of record. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.
5. In cases involving allegations of sexual misconduct, the chair of the student conduct committee, on the same date as the initial decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent. Complainant may appeal the student conduct committee's initial decision to the president, subject to the same procedures and deadlines applicable to other parties. The notice will also inform the complainant of their appeal rights.

P. STUDENT CONDUCT COMMITTEE – APPEAL FROM STUDENT CONDUCT COMMITTEE INITIAL DECISION

1. A respondent who is aggrieved by the findings or conclusions issued by the student conduct committee may appeal the committee's initial decision to the president by filing a written notice of appeal with the president's office within 10 days of service of the committee's initial decision. Failure to file a timely appeal constitutes a waiver of the right and the initial decision shall be deemed final.
2. The written notice of appeal must identify the specific findings of fact and/or conclusions of law in the initial decision that are challenged and must contain argument why the appeal should be granted. The president's review shall be restricted to the hearing record made before the student conduct committee and will normally be limited to a review of those issues and arguments raised in the notice of appeal. If necessary to aid review, the president may ask for additional briefing from the parties on issues raised on appeal.
3. The president shall provide a written decision to the respondent and the student conduct officer within 30 calendar days after receipt of the notice of appeal. The president's decision shall be final and shall include a notice of any rights to request reconsideration and/or judicial review.

4. In cases involving allegations of sexual misconduct, the president, on the same date that the final decision is served upon the respondent, shall serve a written notice informing the complainant of the final decision. This notice shall inform the complainant whether the sexual misconduct allegation was found to have merit and describe any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent.
5. Per [RCW 34.05.455](#), the president shall not engage in any improper ex parte communication with any of the parties regarding an appeal.

Q. SUMMARY SUSPENSION

1. Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible while an investigation and/or formal disciplinary procedure is pending.
2. The student conduct officer may impose a summary suspension if there is probable cause to believe that the respondent:
 - a. Has violated any provision of the code of student conduct; and
 - b. Presents an immediate danger to the health, safety, or welfare of members of the college community or visitors; or
 - c. Poses an ongoing threat of substantial disruption of, or interference with, the operations of the college.
3. Notice. Any respondent who has been summarily suspended shall be served with oral or written notice of the summary suspension. If oral notice is given, a written notification shall be served on the respondent within two (2) calendar days of the oral notice.
4. The written notification shall be entitled Notice of Summary Suspension and shall include:
 - a. The reasons for imposing the summary suspension, including a description of the conduct giving rise to the summary suspension and reference to the provisions of the code of student conduct or the law allegedly violated;
 - b. The date, time, and location when the respondent must appear before the conduct review officer for a hearing on the summary suspension; and
 - c. The conditions, if any, under which the respondent may physically access the college premises or communicate with members of the college community and visitors. If the respondent has been trespassed from the college premises, a notice against trespass shall be included that warns the respondent that his or her privilege to enter into or remain on college premises has been withdrawn, and that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the respondent enters the college premises other than for a scheduled meeting with the student conduct officer or conduct review officer, or to attend a disciplinary hearing.
5. The conduct review officer shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension.
 - a. During the summary suspension hearing, the issue before the conduct review officer is whether there is probable cause to believe that the summary suspension should be continued pending the conclusion of disciplinary proceedings and/or whether the summary suspension should be less restrictive in scope.

- b. The respondent shall be afforded an opportunity to explain why summary suspension should not be continued while disciplinary proceedings are pending or why the summary suspension should be less restrictive in scope.
 - c. If the respondent fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.
 - d. As soon as practicable following the hearing, the conduct review officer shall issue a written decision which shall include a brief explanation for any decision continuing and/or modifying the summary suspension and notice of any right to appeal.
 - e. To the extent permissible under applicable law, the conduct review officer shall provide a copy of the decision to all persons or offices who may be bound or protected by it.
6. In cases involving allegations of ~~sex discrimination~~sexual misconduct, the complainant shall be notified that a summary suspension has been imposed on the same day that the summary suspension notice is served on the respondent. The college will also provide the complainant with timely notice of any subsequent changes to the summary suspension order.

R. CLASSROOM MISCONDUCT AND AUTHORITY TO SUSPEND FOR NO MORE THAN ONE DAY

1. Faculty members have the authority to take appropriate action to maintain order and proper conduct in their classroom and to maintain the effective cooperation of students in fulfilling the objectives of the course.
2. Bringing any person, thing, or object to a teaching and learning environment that may disrupt the environment or cause a safety or health hazard, without the express approval of the faculty member is prohibited.
3. Faculty members have the right to temporarily suspend any student(s) from a single class or related activity for the remainder of that day if the student's misconduct creates disruption to the point that it is difficult or impossible to maintain the decorum of the class, related activity or the learning and teaching environment. The faculty member shall report this temporary suspension to the student conduct officer or designee on the same day. In consultation with the faculty member, the student conduct officer may set conditions for the student upon return to the class or activity.

S. BRIEF ADJUDICATIVE PROCEEDINGS – COLLEGE RECORD

The college record for brief adjudicative proceedings shall consist of any documents regarding the matter that were considered or prepared by the presiding officer for the brief adjudicative proceeding or by the reviewing officer for any review consistent with [RCW 34.05.476](#). These records shall be maintained as the official record of the proceedings.

APPENDIX A - SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES

A. ORDER OF PRECEDENCE

This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See [34 C.F.R. § 106](#). To the extent these supplemental hearing procedures conflict with the Wenatchee Valley College's standard disciplinary procedures, Sections G. Disciplinary Sanctions and H. Hearing Procedures in procedure 1400.110, code of student conduct, these supplemental procedures shall take precedence. The college may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct committee and committee chair.

B. PROHIBITED CONDUCT UNDER TITLE IX

Pursuant to [RCW 28B.50.140 \(13\)](#) and Title IX of the Education Act Amendments of 1972, [20 U.S.C. §1681](#), the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of sexual harassment.

For purposes of this supplemental procedure, sexual harassment encompasses the following conduct:

1. **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.
2. **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.
3. **Sexual assault.** Sexual assault includes the following conduct:
 - a. **Nonconsensual sexual intercourse.** Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - b. **Nonconsensual sexual contact.** Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - c. **Incest.** Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.
 - d. **Statutory rape.** Consensual sexual intercourse between someone who is 18 years of age or older and someone who is under the age of 16.
4. **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the

victim under the domestic or family violence laws of state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, [RCW 26.50.010](#).

5. **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - a. The length of the relationship;
 - b. The type of relationship; and
 - c. The frequency of interaction between the persons involved in the relationship.
6. **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

C. TITLE IX JURISDICTION

1. This supplemental procedure applies only if the alleged misconduct:
 - a. Occurred in the United States;
 - b. Occurred during a college educational program or activity; and
 - c. Meets the definition of sexual harassment as that term is defined in this supplemental procedure.
2. For purposes of this supplemental procedure, an educational program or activity is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.
3. Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of Section C, 1, a-c above, have not been met.

Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's code of code of student conduct.

4. If the student conduct officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the student conduct officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

D. INITIATION OF DISCIPLINE

1. Upon receiving the Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.
2. If the student conduct officer determines that there are sufficient grounds to proceed under these supplement procedures, the student conduct officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the Student

Conduct Committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

- a. Set forth the basis for Title IX jurisdiction;
- b. Identify the alleged Title IX violation(s);
- c. Set forth the facts underlying the allegation(s);
- d. Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s);
- e. Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:
 - i. The advisors will be responsible for questioning all witnesses on the party's behalf;
 - ii. An advisor may be an attorney; and
 - iii. The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so; and
 - iv. Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

E. PRE-HEARING PROCEDURE

1. Upon receiving the disciplinary notice, the chair of the Student Conduct Committee will send a hearing notice to all parties, in compliance with 1400.110 code of student conduct procedure, Section H, Hearing Procedures - initiation of disciplinary action. In no event will the hearing date be set less than 10 days after the Title IX coordinator provided the final investigation report to the parties.
2. A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.
3. In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

F. RIGHTS OF PARTIES

1. The college's code of student conduct procedure and this supplemental procedure shall apply equally to all parties.
2. The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.
3. The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.
4. During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

G. EVIDENCE

The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

1. **Relevance:** The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance. Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.
2. **Questions or evidence** about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:
 - a. Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or
 - b. Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.
3. **No negative inference:** The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.
4. **Privileged evidence:** The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:
 - a. Spousal/domestic partner privilege;
 - b. Attorney-client and attorney work product privileges;
 - c. Privileges applicable to members of the clergy and priests;
 - d. Privileges applicable to medical providers, mental health therapists, and counselors;
 - e. Privileges applicable to sexual assault and domestic violence advocates; and
 - f. Other legal privileges identified in [RCW 5.60.060](#).

H. INITIAL ORDER

In addition to complying with 1400.110 code of student conduct procedure, Section J, Brief Adjudicative Proceedings – initial hearing, the Student Conduct Committee will be responsible for conferring and drafting an Initial Order that:

1. Identifies the allegations of sexual harassment;
2. Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
3. Makes findings of fact supporting the determination of responsibility;
4. Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;
5. Contains a statement of, and rationale for, the committee's determination of responsibility for each allegation;
6. Describes any disciplinary sanction or conditions imposed against the respondent, if any;
7. Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and

8. Describes the process for appealing the Initial Order to the college president.
The committee chair will serve the Initial Order on the parties simultaneously.

I. APPEALS

1. The parties shall have the right to appeal from the Initial Order's determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and timeframes set forth in 1400.110 code of student conduct procedure, Section P, Student Conduct Committee – Appeal from Student Conduct Committee Initial Decision.
2. The president or designee will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether the disciplinary sanction and condition(s) imposed in the Initial Order are affirmed, vacated, or amended, and, if amended, set forth any new disciplinary sanction and/or condition(s).
3. The president's office shall serve the final decision on the parties simultaneously.

This procedure replaces procedure dated 8/18/20. Approved by the president's cabinet: 9/28/21
Last reviewed: 9/28/21

Procedure contact: Student Services

Related policies and procedures

- 000.190 [Expressive Activities Policy](#)
- 000.240 [Tobacco Free Campus Policy](#)
- 000.270 [Weapons on Campus Policy](#)
- 000.300 [Freedom of Inquiry & Expression Policy](#)
- 000.330 [Discrimination and Discriminatory Harassment Policy](#)
- 000.340 [Sexual Harassment/Title IX Policy](#)
- 400.100 [Student Rights and Responsibilities/Code of Student Conduct Policy](#)
- 400.120 [Academic Grievance Policy](#)
- 500.450 [Violence in the Workplace Policy](#)
- 500.475 [Alcohol & Drug-Free Workplace Policy](#)
- 700.120 [Email Distribution List Use Policy](#)
- 700.125 [Acceptable & Ethical Use Policy](#)
- 1000.240 [Tobacco Free Campus Procedure](#)
- 1000.270 [Weapons on Campus Procedure](#)
- 1000.330 [Discrimination & Discriminatory Harassment Procedure](#)
- 1000.340 [Sexual Harassment/Title IX Procedure](#)
- 1400.120 [Academic Grievance Procedure](#)
- 1400.125 [Academic Dishonesty Procedure](#)
- 1500.450 [Violence in the Workplace Procedure](#)
- 1500.475 [Alcohol & Drug-Free Workplace Procedure](#)

1400.110 CODE OF STUDENT CONDUCT PROCEDURE

A. AUTHORITY

The board, acting pursuant to [RCW 28B.50.140 \(14\)](#), delegates to the president of the college the authority to administer disciplinary action. The president is authorized to delegate or reassign any and all duties and responsibilities as set forth in this chapter as may be reasonably necessary. Administration of the disciplinary procedures is the responsibility of the chief student services officer or designee. Except in cases involving allegations of sex discrimination, including sex-based harassment, the student conduct officer, , or delegate, shall serve as the principal investigator and administrator for alleged violations of this code.

B. DEFINITIONS

The following definitions shall apply for the purposes of this code of student conduct:

1. **Assembly:** means any overt activity engaged in by one or more persons, the object of which is to gain publicity, advocate a view, petition for a cause, or disseminate information to any person, persons or group of persons.
2. **Board:** means the board of trustees of Wenatchee Valley College.
3. **Calendar day:** means days will be counted by excluding the first day and including the last day of timelines. When the last day falls on a Saturday, Sunday or holiday, the last day will be the next day which is not a Saturday, Sunday or holiday. When the period of time prescribed or allowed is less than seven days, Saturdays, Sundays and holidays are not included in the count.
4. **College:** Wenatchee Valley College and all of its areas, elements, programs and college related activities.
5. **College community:** means students, employees, trustees and volunteers.
6. **College facilities and college facility:** mean and include any and all real and personal property owned, rented, leased, or operated by the board of Wenatchee Valley College, and shall include all buildings and appurtenances attached thereto and all parking lots and other grounds. College facilities extend to distance education classroom environments, and agencies or institutions that have educational agreement with the college.
7. **College official:** includes any person employed by the college performing assigned duties.
8. **College premises:** shall include all campuses of the college, wherever located, and includes all land, buildings, facilities, vehicles, equipment, and other property owned, used, or controlled by the college.
9. **Complainant:** means the following individuals who are alleged to have been subjected to conduct that would constitute sex discrimination
 - (a) a student or employee
 - (b) a person other than a student or employee who was participating or attempting to participate in the College's education program or activity at the time of the alleged discrimination.

10. **Conduct review officer:** is a college administrator designated by the president who is responsible for reviewing or referring appeals of student disciplinary actions as specified in this code
11. **Controlled substance:** means and includes any drug or substance as defined in [chapter 69.50 RCW](#) as now law or hereafter amended.
 - a. **Liquor:** means the definition of liquor as contained within [RCW 66.04.010](#).
 - b. **Drugs:** means a narcotic drug as defined in [RCW 69.50.101](#), a controlled substance as defined in [RCW 69.50.201](#) through [RCW 69.50.212](#), or a legend drug as defined in [RCW 69.41.010](#).
12. **Day:** means a weekday, excluding weekends, college holidays, and college closures unless otherwise specified.
13. **Disciplinary action:** is the process by which the student conduct officer imposes discipline against a student for a violation of the code of student conduct. A written or verbal warning is not disciplinary action.
14. **Disciplinary appeal:** is the process by which an aggrieved student party can appeal the discipline imposed or recommended by the student conduct officer. Disciplinary appeals from a suspension in excess of 10 instructional days or a dismissal from the college are heard by the student conduct committee. Appeals of all other disciplinary action shall be reviewed by a conduct review officer through brief adjudicative proceedings. 15.
Faculty member and instructor: are any employee of Wenatchee Valley College who is employed on a full-time or part-time basis as a teacher, instructor, counselor, faculty advisor or librarian.
16. **Filing:** is the process by which a document is officially delivered to a college official responsible for facilitating a disciplinary review. Unless otherwise provided, filing shall be accomplished by:
 - a. Hand delivery of the document to the specified college official or college official's assistant; or
 - b. By sending the document by email and first-class mail to the specified college email address and official's office address.

Paper required to be filed shall be deemed filed upon actual receipt during office hours at the office of the specified college official.
17. **Group:** means persons who are associated with each other but who have not complied with college requirements for registration or organization.
18. "Pregnancy or Related Conditions" means: (a) pregnancy, childbirth, termination of pregnancy, or lactation; (b) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (c) recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
19. **President:** means the chief executive officer of the college appointed by the board of trustees and is authorized to delegate any and all responsibilities as set forth in the chapter as may be reasonably necessary.
20. **"Program" or "Programs and Activities"** means all operations of the College.

- 21 “Relevant”** means related to the allegations of sex discrimination under investigation. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
- 22. “Remedies”** means measures provided to a complainant or other person whose equal access to the college’s educational programs and activities has been limited or denied by sex discrimination. These measures are intended to restore or preserve that person’s access to educational programs and activities after a determination that sex discrimination has occurred.
19. **RCW:** means Revised Code of Washington which can be accessed at <https://apps.leg.wa.gov/rcw/>.
20. **Respondent:** is the student who is alleged to have violated the student conduct code.
21. **Service:** is the process by which a document is officially delivered to a party. Unless otherwise provided, service upon a party shall be accomplished by:
- Hand delivery of the document to the party; or
 - By sending the document by both email and by either certified mail or first-class mail to the party's last known address.
- Service is deemed complete upon hand delivery of the document or upon the date the document is emailed and deposited in the mail.
22. **Sexual misconduct:** has the meaning ascribed to this term in APPENDIX A - Supplemental Title IX Student Conduct Procedures.
23. **Student:** includes all persons taking courses at or through the college, whether on a full-time or part-time basis, and whether such courses are credit courses, noncredit courses, online courses, or otherwise. Persons who withdraw after allegedly violating the code, who are not officially enrolled for a particular term, but who have a continuing relationship with the college, or who have been notified of their acceptance for admission are considered students.
24. **Student Conduct Committee:** refers to a committee that hears appeals related to sanctions imposed on a student, including a suspension or expulsion, due to inappropriate behavioral conduct or actions. The Academic Regulations Committee hears appeals related to academic/ instructional issues such as plagiarism, cheating or other non-behavioral classroom conduct. The Student Conduct Committee does not typically review these cases unless a sanction of suspension or expulsion is imposed (i.e., repeat academic dishonesty behavior or other egregious cases).
25. **Student conduct officer:** is a college administrator designated by the president or chief student services officer to be responsible for implementing and enforcing the code of student conduct.
26. “Student employee” means an individual who is both a student and an employee of the college. When a complainant or respondent is a student employee, the college must make a fact-specific inquiry to determine whether the individual’s primary relationship with the college is to receive an education; and whether any alleged student conduct code violation, including but not limited to sex-based harassment, occurred while the individual was performing employment-related work.

27. "Student group" is a student organization, athletic team, or living group including, but not limited to, student clubs and organizations, members of a class or student cohort, student performance groups, and student living groups within student housing.
28. "Supportive measures" means measures reasonably available, individualized and appropriate, non-punitive and non-disciplinary measures offered by the college to the complainant or respondent without unreasonably burdening either party, and without fee or charge for purposes of:
- a. Restoring or preserving a party's access to the college's educational program or activity, including measures that are designed to protect the safety of the parties or the college's educational environment; or providing support during the college's investigation and disciplinary procedures, or during any informal resolution process; or
 - b. Supportive measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of campus; restriction on contact applied to one or more parties; a leave of absence; change in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.
29. **Student organization:** means any number of students who have met the college's formal requirements of clubs or organizations.
30. "Title IX Coordinator" is the administrator responsible for processing complaints of sex discrimination, including sex-based harassment, overseeing investigations and informal resolution processes, and coordinating supportive measures, in accordance with college policy.
31. **Visitors:** means guests, applicants, contractors, vendors, advisory board members, foundation board members, and members of the public on college premises.
28. **WAC:** means Washington Administrative Code which can be accessed at <https://apps.leg.wa.gov/wac/>.

C. JURISDICTION

1. The code of student conduct shall apply to student conduct by students or student groups that occurs: that occurs
 - a. on college premises;
 - b. at or in connection with college sponsored activities; or

- c. Off college premises, if in the judgment of the college, the conduct has an adverse impact on the college community, the pursuit of its objectives, or the ability of a student or staff to participate in the college's programs and activities. .
2. Jurisdiction extends to locations in which students are engaged in college programs or activities including, but not limited to, college-sponsored housing, foreign or domestic travel, activities funded by the students, student government, student clubs or organizations, athletic events, training internships, cooperative and distance education, online education, practicums, supervised work experiences or any other college-sanctioned social or club activities. 3. Students are responsible for their conduct from notification of acceptance at the college through the actual receipt of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment.
4. These standards shall apply to a student's conduct even if the student withdraws from college while a disciplinary matter is pending.
5. The college has sole discretion, on a case_ by_ case basis, to determine whether the student conduct code will be applied to conduct by students or student groups that occurs off-campus.
6. In addition to initiating disciplinary proceedings for violation of the student conduct code, the college may refer any violations of federal, state or local laws to civil and criminal authorities for disposition. The college reserves the right to pursue student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

D. STUDENTS ABROAD

Students who participate in any college-sponsored or sanctioned international program shall observe the following:

1. The laws of the host country;
2. The academic and disciplinary regulations of the educational institution or residential housing program where the student is placed;
3. Any other agreements related to the student's program in another country; and
4. Wenatchee Valley College's Code of Student Conduct.

E. STUDENT RIGHTS

As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in an independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the college community.

The following enumerated rights are guaranteed to each student within the limitations of statutory law and college policy which are deemed necessary to achieve the educational goals of the college:

1. **Academic freedom.**

- a. Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
- b. Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of [RCW 28B.50.090 \(3\)\(b\)](#).
- c. Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
- d. Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

2. Due process.

- a. The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
- b. No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
- c. A student accused of violating this code of student conduct is entitled, upon request, to procedural due process as set forth in this procedure.
- d. Any student undergoing a conduct hearing process is entitled to receive a written summary of the results and findings of the hearing.

F. PROHIBITED STUDENT CONDUCT

The college may impose disciplinary sanctions against a student who commits, attempts to commit, aids, abets, incites, encourages, or assists another person to commit, an act(s) of misconduct which include, but are not limited to, the following:

1. **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, and fabrication.
 - a. Cheating includes using or any attempt to use, give or obtain unauthorized assistance relating to the completion of an academic assignment.
 - b. Plagiarism includes taking and using as one's own, without proper attribution, the ideas, writings, or work of another person, or artificial intelligence, in completing an academic assignment. Plagiarism may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.
 - c. Fabrication includes falsifying data, information, or citations in completing an academic assignment and also includes providing false or deceptive information to an instructor concerning the completion of an assignment.
 - d. No student shall be allowed to withdraw from a course or from the college to avoid the consequences of academic dishonesty.
 - e. The decision to bring a student conduct proceeding under this code for academic dishonesty is at the sole discretion of the student conduct officer. Nothing in this code prohibits instructors and/or academic divisions or departments from imposing academic sanctions, up to and including a failing grade in an academic course or dismissal from an academic program, in response to academic dishonesty. Policies and procedures governing the imposition of academic sanctions for academic

dishonesty can be found in the college's Academic Regulations Committee Procedures, the course syllabus, and any applicable program handbook.

2. **Other dishonesty.** Any other acts of dishonesty, such acts include, but are not limited to:
 - a. Forgery, alteration, submission of falsified documents, or misuse of any college document, record, or instrument of identification;
 - b. Tampering with an election conducted by or for college students; or
 - c. Furnishing false information, or failing to furnish correct information, in response to the request or requirement of a college officer or employee.
3. **Obstruction or disruption.** Obstruction or disruption of:
 - a. Any instruction, research, administration, disciplinary proceeding, or other college activity, including the obstruction of the free flow of pedestrian or vehicular movement on college property or at a college activity; or
 - b. Any activity that is authorized to occur on college property, whether or not actually conducted or sponsored by the college.
 - c. Any activity which inhibits or interferes with the orderly operation of the college or the ability of students and/or college personnel to perform their functions in an orderly environment or assisting or encouraging another person to engage in such conduct.
4. **Assault, intimidation, harassment.** Unwanted touching, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, stalking, or other conduct, which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. See college policy 500.450 violence in the workplace.
5. **Bullying is severe or pervasive physical or verbal (written or oral) abuse.** For purposes of this code, bullying is defined as repeated or aggressive unwanted behavior, not otherwise protected by law that intentionally humiliates, harms or intimidates the victim.
6. **Cyber misconduct.** Cyberstalking, cyberbullying, or online harassment. Use of electronic communications including, but not limited to, email, instant messaging, online bulletin boards, applications (apps), and social media sites to harass, abuse, bully, or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person. Prohibited activities include, but are not limited to, unauthorized monitoring of another's email communications directly or through spyware, sending threatening emails, disrupting electronic communications with spam or by sending a computer virus, sending false messages to third parties using another's email identity, nonconsensual recording of sexual activity, and nonconsensual distribution of a recording of sexual activity.
7. **Disruption or obstruction.** Disruption or obstruction of instruction, research, administration, disciplinary proceeding, or other college activity, including the obstruction of the free flow of pedestrian or vehicular movement on college premises or at a college activity, or any activity that is authorized to occur on college premises, whether or not actually conducted or sponsored by the college.
8. **Discriminatory harassment.**

- a. Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, not otherwise protected by law, that is directed at a person because of such person's protected status and that is sufficiently severe, persistent, or pervasive so as to:
 - i. Limit the ability of a student to participate in or benefit from the college's educational and/or social programs and/or student housing;
 - ii. Alter the terms of an employee's employment; or
 - iii. Create an intimidating, hostile, or offensive environment for other campus community members.
 - b. Protected status includes a person's race; color; creed/religion; national origin; presence of any sensory, mental or physical disability; use of a trained service animal; sex, including pregnancy; marital status; age; genetic information; sexual orientation; gender identity or expression; honorably discharged veteran or military status; HIV/AIDS and hepatitis C status; or membership in any other group protected by federal, state, or local law.
 - c. Discriminatory harassment may be physical, verbal, or nonverbal conduct and may include written, social media, and electronic communications not otherwise protected by law.
- 9. Ethical Violation.** The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major.
- 10 Property violation.** Damage to, or theft or misuse of, real or personal property or money of:
- a. The college or state;
 - b. Any student or college officer, employee or organization;
 - c. Any other member of the college community, visitors, or organization; or
 - d. Possession of such property or money after it has been stolen.
 - e. Property, which includes computer passwords, access codes, identification cards, personal financial account numbers, other confidential personal information, intellectual property, and college trademarks.
- 11. Failure to comply with directive.** Failure to comply with the direction of a college officer or employee who is acting in the legitimate performance of duties, including failure to properly identify oneself to such a person when requested to do so.
- 12. Weapons.** The possession, carrying or discharge of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device or any other weapon capable of producing bodily harm is prohibited on the college campus and during college programming and activities, (including but not limited to shot guns, pistols, air guns, pellet guns, and paint-ball guns), whether loaded or unloaded, is prohibited on Wenatchee Valley College owned or controlled property, unless otherwise authorized in this provision and subject to the following exceptions (see college 000.270 weapons on campus policy and 1000.270 weapons on campus procedure):

- a. A simulated firearm, or weapon may be authorized and permitted for educational purposes in connection with Wenatchee Valley College related research, teaching or theatrical production, (e.g., stage play or film production, or rehearsals). Any person seeking to bring a firearm or other weapon onto campus for purposes directly related to a class or other educational activity must obtain prior written authorization from the president or designee. The president or designee shall review any such request and may establish conditions to the authorization. Any permission shall be in writing and subject to such terms or conditions incorporated into the written permission. Any person may possess a personal protection spray device, as authorized by [RCW 9.91.160](#), while on property owned or controlled by Wenatchee Valley College.

13. Harassment or bullying. Conduct unrelated to a protected class that is unwelcome and sufficiently severe, persistent, or pervasive such that it could reasonably be expected to create an intimidating, hostile, or offensive environment, or has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

- a. Harassing conduct may include, but is not limited to, physical, verbal, or nonverbal conduct, including written, social media, and electronic communications not otherwise protected by law.
- b. For purposes of this code, "bullying" is defined as repeated or aggressive unwanted behavior not otherwise protected by law when a reasonable person would feel humiliated, harmed, or intimidated.
- c. For purposes of this code, "intimidation" is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though an explicit threat or display of physical force has not been made. Intimidation is evaluated based on the intensity, frequency, context, and or duration of the comments or actions.

14. Hazing. Hazing is any act committed as part of a person's recruitment, initiation, pledging, admission into, or affiliation with a college sponsored student organization, athletic team, or living group, or any pastime or amusement engaged in with respect to such an organization, athletic team, or living group that causes, or is likely to cause, bodily danger or physical harm, or serious psychological or emotional harm, to any student, including causing, directing, coercing, or forcing a person to consume any food, liquid, alcohol, drug, or other substance which subjects the person to risk of such harm, regardless of the person's willingness to participate. "Hazing" does not include customary athletic events or other similar contests or competitions. Consent is not a valid defense against hazing. Hazing includes, but is not limited to, any method of initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group, that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm to any student or other person attending Wenatchee Valley College. Consent is no defense to hazing. The term does not include customary athletic events or other similar contests or competitions. Hazing is also a misdemeanor, punishable under state law.

15. Alcohol, drug, and tobacco violations.

- a. **Alcohol.** The use, possession, delivery, sale, or being observably under the influence of any alcoholic beverage, except as permitted by law and applicable college policies or procedures.
 - b. **Marijuana.** The use, possession, delivery, sale, or being observably under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.
 - c. **Drugs.** The use, possession, production, delivery, sale, or being observably under the influence of any legend drug, including anabolic steroids, androgens, or human growth hormones as defined in [chapter 69.41 RCW](#), or any other controlled substance under [chapter 69.50 RCW](#), except as prescribed for a student's use by a licensed practitioner.
 - d. **Tobacco.** The use of tobacco, electronic cigarettes, and related products in any building owned, leased or operated by the college or in any location where such use is prohibited, including twenty-five feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased or operated by the college. The use of tobacco, electronic cigarettes, and related products on the college campus is restricted to designated smoking areas. "Related products" include, but are not limited to cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, vaporizers, and snuff. The college community and visitors will abide by all Washington state laws and college policy as it relates to the use of tobacco, electronic cigarettes, and related products. See college policy 000.240 Tobacco Free Campus Policy.
16. **Lewd conduct.** Conduct which is lewd, obscene, or indecent.
17. **Discriminatory conduct.** Discriminatory conduct which harms or adversely affects any member of the college community and/or visitors because of race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age; religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See college policy 000.330 discrimination & discriminatory harassment.
18. **Sexual misconduct.** The term sexual misconduct includes sexual harassment, sexual intimidation, and sexual violence. Sexual harassment prohibited by Title IX is defined in the Supplemental Procedures to this Code. See APPENDIX A - Supplemental Title IX Student Conduct Procedures.
- a. **Sexual harassment.** The term sexual harassment means unwelcome sexual or gender-based conduct, including unwelcome sexual advances, requests for sexual favors, quid pro quo harassment, and other verbal, nonverbal, or physical conduct of a sexual or a gendered nature that is sufficiently severe, persistent, or pervasive as to:
 - i. Deny or limit the ability of a student to participate in or benefit from the college's educational program;
 - ii. Alter the terms or conditions of employment for a college employee(s); and/or
 - iii. Create an intimidating, hostile, or offensive environment for other campus community members.
 - b. **Sexual intimidation.** The term sexual intimidation incorporates the definition of sexual harassment and means threatening or emotionally distressing conduct based

- on sex, including, but not limited to, nonconsensual recording of sexual activity or the distribution of such recording.
- c. **Sexual violence.** Sexual violence is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.
- i. **Nonconsensual sexual intercourse.** Any actual or attempted sexual intercourse (anal, oral or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - ii. **Nonconsensual sexual contact.** Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - iii. **Incest.** Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.
 - iv. **Statutory rape.** Consensual intercourse between a person who is 18 years of age or older, and a person who is under the age of 16.
 - v. **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, [RCW 26.50.010](#).
 - vi. **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (a). The length of the relationship;
 - (b). The type of relationship; and
 - (c). The frequency of interaction between the persons involved in the relationship.
 - vii. **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for their safety or the safety of others; or (b) suffer substantial emotional distress.
- d. For purposes of this code, **consent** means knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be at the time of the act of sexual intercourse or sexual contact actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact. A person cannot consent if

they are unable to understand what is happening or are disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

19. Harassment or bullying. Conduct unrelated to a protected class that is unwelcome and sufficiently severe, persistent, or pervasive such that it could reasonably be expected to create an intimidating, hostile, or offensive environment, or has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the college's programs, services, opportunities, or activities.

- a. Harassing conduct may include, but is not limited to, physical, verbal, or nonverbal conduct, including written, social media, and electronic communications not otherwise protected by law.
- b. For purposes of this code, "bullying" is defined as repeated or aggressive unwanted behavior not otherwise protected by law when a reasonable person would feel humiliated, harmed, or intimidated.
- c. For purposes of this code, "intimidation" is an implied threat. Intimidation exists when a reasonable person would feel threatened or coerced even though an explicit threat or display of physical force has not been made. Intimidation is evaluated based on the intensity, frequency, context, and/or duration of the comments or actions.

20. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age; religion; creed; genetic information; sexual orientation; gender identity; veteran's status; or any other legally protected classification. See "sexual misconduct" for the definition of "sexual harassment". See also college's discrimination and discriminatory harassment policy 000.330 and sexual harassment/Title IX policy 000.340.

21. Retaliation. Harming, threatening, intimidating, coercing, or other adverse action taken against any individual for reporting, providing information, exercising one's rights or responsibilities, participating, or refusing to participate, in the process of responding to, investigating, or addressing allegations or violations of federal, state or local law, or college policies.

Any intentional, adverse action taken by an accused individual or allied third party, absent legitimate nondiscriminatory purposes, as reprisal against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations or violations of federal, state or local law, or college policies including, but not limited to, code of student conduct provisions prohibiting discrimination and harassment. Retaliatory actions include, but are not limited to, threats or actual violence against the person or their property, adverse educational or employment consequences, ridicule, intimidation, bullying or ostracism.

22. **Sex Discrimination.** The term “sex discrimination” includes sex-based harassment, and may occur when a respondent causes more than *de minimis* harm to an individual by treating them different from a similarly-situated individual on the basis of: sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Conduct that prevents an individual from participating in an education program or activity consistent with the person’s gender identity subjects a person to more than *de minimis* (insignificant) harm on the basis of sex.

- a. **Sex-Based Harassment.** “Sex-based harassment” is a form of sex discrimination and means sexual harassment or other harassment on the basis of sex, including the following conduct:
 - i. **Quid pro quo harassment.** A student, employee, agent, or other person authorized by the college to provide an aid, benefit, or service under the college’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct.
 - ii. **Hostile environment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the recipient’s education program or activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant’s ability to access the college’s education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties’ ages, roles within the college’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the college’s education program or activity.
 - iii. **Sexual Violence.** “Sexual violence” includes nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, incest, statutory rape, domestic violence, dating violence, and stalking.
 - a. **Nonconsensual sexual intercourse** is any sexual intercourse (anal, oral, or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - b. **Nonconsensual sexual contact (Fondling)** is any actual or attempted intentional sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

- c. **Incest** is sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren, and adopted children under the age of eighteen (18).
 - d. **Statutory Rape (Rape of a Child)** is non-forcible sexual intercourse with a person who is under the statutory age of consent.
 - e. **Domestic violence** is physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, coercive control, damage or destruction of personal property, or stalking or any other conduct prohibited under RCW 10.99.020, committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of State of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Washington.
 - f. **Dating violence** is physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
 - g. **Stalking** means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or to suffer substantial emotional distress.
23. **Title IX Retaliation**, means intimidation, threats, coercion, or discrimination against any person by a student, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in a sex discrimination investigation, proceeding, or hearing under this part, including during an informal resolution process, during a Title IX investigation, or during any disciplinary proceeding involving allegations of sex discrimination.
24. **Theft or misuse of electronic resources.** Theft or other misuse of computer time or other electronic information resources of the college. Such misuse includes, but is not limited to:
- a. Unauthorized use of such resources or opening of a file, message or other item;
 - b. Unauthorized duplication, transfer, or distribution of a computer program, file, message or other item;
 - c. Unauthorized use or distribution of someone else's password or other identification;

- d. Use of such time or resources to interfere with someone else's work;
 - e. Use of such time or resources to send, display, or print an obscene or abusive message, text or image;
 - f. Use of such time or resources to interfere with normal operation of the college's computing system or other electronic information resources;
 - g. Use of such time or resources in violation of applicable copyright or other law;
 - h. Adding to or otherwise altering the infrastructure of the college's electronic information resources without authorization; or
 - i. Failure to comply with the college's technology acceptable use policy (700.150 acceptable use, authorized user policy).
25. **Unauthorized access.** Unauthorized possession, duplication, or other use of a key, keycard, or other restricted means of access to college property, or unauthorized entry onto or into college property.
26. **Safety violations.** Safety violations include any non-accidental conduct that interferes with or otherwise compromises any college policy, equipment, or procedure relating to the safety and security of the college community and/or visitors, including tampering with fire safety equipment and triggering false alarms or other emergency response systems.
21. **Violation of other laws or policies.** Violation of any federal, state, or local law, rule, or regulation, or other college rules or policies, including college traffic and parking rules.
22. **Ethical violation.** The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major. These ethics codes must be distributed to students as part of an educational program, course or sequence of courses and the student must be informed that a violation of such ethics codes may subject the student to disciplinary action by the college.
- In addition to initiating discipline proceedings for violation of the code of student conduct, the college may refer any violations of federal, state, or local laws to civil and criminal authorities for disposition. The college shall proceed with student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution.

G. CORRECTIVE ACTION, DISCIPLINARY SANCTIONS, TERMS & CONDITIONS

The following disciplinary sanctions may be imposed upon students found to have violated the code of student conduct. Depending upon the misconduct, more than one sanction may be imposed. Other than college dismissal or revocation or withholding of a degree, disciplinary sanctions are not made part of the student's academic record, but are part of the student's disciplinary record. Violation of any term or condition of any disciplinary sanction constitutes a new violation and may subject the student to additional sanctions.

1. **Disciplinary warning.** A verbal statement to a student that there is a violation and that continued violations may be cause for further disciplinary action. Warnings are corrective actions, not disciplinary, and may not be appealed.
2. **Written reprimand.** Notice in writing that the student has violated one or more terms of this code of conduct and that continuation of the same or similar behavior may result in more severe disciplinary action.

3. **Disciplinary probation.** Formal action placing specific conditions and restrictions upon the student's continued attendance depending upon the seriousness of the violation and which may include a deferred disciplinary sanction. If the student subject to a deferred disciplinary sanction is found in violation of any college rule during the time of disciplinary probation, the deferred disciplinary sanction, which may include, but is not limited to, a suspension or a dismissal from the college, shall take effect immediately without further review. Any such sanction shall be in addition to any sanction or conditions arising from the new violation. Probation may be for a limited period of time or may be for the duration of the student's attendance at the college.
4. **Disciplinary suspension.** Dismissal from the college and from the student status for a stated period of time. There will be no refund of tuition or fees for the quarter in which the action is taken.
5. **Dismissal.** The revocation of all rights and privileges of membership in the college community and exclusion from all college campuses and college-owned or controlled facilities without any possibility of return. There will be no refund of tuition or fees for the quarter in which the action is taken.

Disciplinary terms and conditions that may be imposed in conjunction with the imposition of a disciplinary sanction include, but are not limited to, the following:

6. **Educational sanction.** The college may require the student to complete an educational activity or experience directly related to the violation committed, at the student's expense.
7. **Professional evaluation.** Referral for drug, alcohol, psychological, or medical evaluation by an appropriately certified or licensed professional may be required. The student may choose the professional within the scope of practice and with the professional credentials as defined by the college. The student will sign all necessary releases to allow the college access to any such evaluation. The student's return to college may be conditioned upon compliance with recommendations set forth in such a professional evaluation. If the evaluation indicates that the student is not capable of functioning within the college community, the student will remain suspended until future evaluation recommends that the student is capable of reentering the college and complying with the rules of conduct.
8. **Not in good standing.** A student may be deemed not in good standing with the college. If so, the student shall be subject to the following restrictions:
 - a. Ineligible to hold an office in any student organization recognized by the college or to hold any elected or appointed office of the college.
 - b. Ineligible to represent the college to anyone outside the college community in any way, including representing the college at any official function, or any forms of intercollegiate competition or representation.
9. **Restitution or monetary fine.** Reimbursement for damage to or misappropriation of property, or for injury to persons, or for reasonable costs incurred by the college in pursuing an investigation or disciplinary proceeding. This may take the form of monetary reimbursement, appropriate service, monetary fine or other compensation.
10. **Hold on transcript or registration.** This is a temporary measure restricting release of a student's transcript or access to registration. Upon satisfactory completion of the conditions of the sanction, the hold will be released.
11. **Revocation of admission or degree.** Admission to or a degree awarded from the college may be revoked for fraud, misrepresentation, or other violation of standards of

conduct for students in obtaining the degree, or for other serious violations committed by a student prior to graduation.

12. **Withholding degree.** The college may withhold awarding a degree otherwise earned until the completion of the process set forth in this Section, including the completion of all sanctions imposed.
13. **No trespass order.** A student may be restricted from college property and/or college-sponsored activities based on the violation. misconduct. **Residence Hall Suspension or Termination. Removal from a residence hall for a specified period or permanently. Conditions may be imposed before a student is permitted to return to a residence hall.**
14. **No contact directive.** An order directing a student to have no contact with a specified member of the college community, visitor or a particular college facility.

H. HAZING SANCTIONS

- (1) Any student group that knowingly permits hazing is strictly liable for harm caused to persons or property resulting from hazing. If the organization, association, or student living group is a corporation, whether for profit or nonprofit, the individual directors of the corporation may be held individually liable for damages.
- (2) Any person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the college.
- (3) Any student group that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by the college.
- (4) Any student group found responsible for violating the code of student conduct, college anti-hazing policies, or state or federal laws relating to hazing or offenses related to alcohol, drugs, sexual assault, or physical assault will be disclosed in a public report issued by the college setting forth the name of the student group, the date the investigation began, the date the investigation ended, a finding of responsibility, a description of the incident(s) giving rise to the finding, and the details of the sanction(s) imposed.

I. HEARING PROCEDURES - Initiation of disciplinary action

1. All disciplinary actions will be initiated by the student conduct officer. If that officer is the subject of a complaint initiated by the respondent, the president shall, upon request and when feasible, designate another person to fulfill any such disciplinary responsibilities relative to the complaint.
2. The student conduct officer, or designee, shall initiate disciplinary action by serving the respondent with written notice directing the student to attend a disciplinary meeting. The notice shall briefly describe the factual allegations, the provision(s) of the code of student conduct the respondent is alleged to have violated, the range of possible sanctions for the alleged violation(s), and specify the time and location of the meeting. At the meeting, the student conduct officer will present the allegations to the respondent and the respondent shall be afforded an opportunity to explain what took place. If the respondent fails to attend the meeting, after proper service of notice, the student conduct officer may take disciplinary action based upon the available information.

- (a) **Sex discrimination, including sex-based harassment.** The college's Title IX Coordinator or designee shall review, process, and, if applicable, investigate complaints or other reports of sex discrimination, including sex-based harassment. Allegations of sex discrimination, including sex-based harassment, by a student shall be addressed through the student conduct code. Allegations involving employees or third parties associated with the college will be handled in accordance with college policies.
3. The student conduct officer, prior to taking disciplinary action in a case involving sexual misconduct, will make a reasonable effort to contact the complainant to discuss the results of the investigation and possible disciplinary sanctions and/or conditions, if any, that may be imposed upon the respondent if the allegations of sexual misconduct are found to have merit.
 4. Within 10 days of the initial disciplinary meeting and after considering the evidence in the case, including any facts or argument presented by the respondent, the student conduct officer shall serve the respondent with a written decision setting forth the facts and conclusions supporting the decision, the specific code of student conduct provisions found to have been violated, the discipline imposed, if any, and a notice of any appeal rights with an explanation of the consequences of failing to file a timely appeal. This period may be extended at the sole discretion of the student conduct officer, if additional information is necessary to reach a determination. The student conduct officer will notify the parties of any extension period and the reason therefore.
 5. The student conduct officer may take any of the following disciplinary actions:
 - a. Exonerate the respondent and terminate the proceedings.
 - b. Impose a disciplinary sanction(s) as described in Section G, Disciplinary Sanctions.
 - c. Refer the matter directly to the student conduct committee for such disciplinary action as the committee deems appropriate. Such referral shall be in writing, to the attention of the chair of the student conduct committee, with a copy served on the respondent.
 6. In cases involving allegations of sexual misconduct, the student conduct officers shall review the investigation report provided by the Title IX Coordinator, and determine whether, by a preponderance of the evidence, there was a violation of the student conduct code; and if so, what disciplinary sanction(s) and/or remedies will be recommended. The student conduct officer shall, within five (5) business days of receiving the investigation report, serve respondent, complainant, and the Title IX Coordinator with a written recommendation, setting forth the facts and conclusions supporting their recommendation. The time for serving a written recommendation may be extended by the student conduct officer for good cause. The complainant and respondent may either accept the student conduct officer's recommended disciplinary sanction(s) or request a hearing before a student conduct committee.
 - b. The complainant and respondent shall have 21 calendar days from the date of the written recommendation to request a hearing before a student conduct committee.
 - c. The request for a hearing may be verbal or written, but must be clearly communicated to the student conduct officer.
 - d. The student conduct officer shall promptly notify the other party of the request.

- e. In cases involving sex discrimination, the student conduct officer may recommend dismissal of the complaint if:
 - i. The college is unable to identify respondent after taking reasonable steps to do so;
 - ii. Respondent is not participating in the college's educational programs or activities;
 - iii. The complainant has voluntarily withdrawn any or all of the allegations in the complaint, and the Title IX Coordinator has declined to initiate their own complaint;
 - iv. The college determines that, even if proven, the conduct alleged by the complainant would not constitute sex discrimination; or
 - v. The conduct alleged by the complainant falls outside the college's disciplinary jurisdiction.
 - f. In cases involving allegations of sex-based harassment, the college must obtain the complainant's voluntary withdrawal in writing before the matter can be dismissed.
 - g. If no request for a full hearing is provided to the student conduct officer, the student conduct officer's written recommendation shall be final and implemented immediately following the expiration of twenty-one (21) calendar days from the date of the written recommendation.
 - h. Upon receipt of the student conduct officer's written recommendation, the Title IX Coordinator or their designee shall review all supportive measures and, within five (5) business days, provide written direction to the complainant and respondent as to any supportive measures that will be implemented, continued, modified, or terminated. If either party is dissatisfied with the supportive measures, the party may seek review in accordance with the college's Title IX investigation procedure.
 - a. The complainant and respondent will have three (3) business days to notify the Title IX Coordinator, in writing, of any objection to the continuation, modification, or termination of any supportive measures. Any objection will be reviewed within three (3) business days by a neutral impartial employee, who will review the investigation report, student conduct officer's recommendation, confer with the Title IX Coordinator or their designee, complainant and respondent, as appropriate, and determine whether to continue, modify, or terminate the supportive measures.
 - i. If the respondent is found responsible for engaging in sex discrimination, it is determined that a violation of the student conduct code occurred, the Title IX Coordinator shall also take prompt steps to coordinate and implement any necessary remedies to ensure that sex discrimination does not recur and that complainant has equal access to the college's programs and activities.
- I. APPEAL - Appeal from disciplinary action
- 1. Except as specified for cases involving allegations of sex discrimination, as set forth in WAC 132-115-080 (12) [Initiation of Disciplinary Action], the respondent may appeal a disciplinary action by filing a written notice of appeal with the conduct review officer within twenty-one (21) calendar days of service of the student conduct officer's decision.

Failure to timely file a notice of appeal constitutes a waiver of the right to appeal and the student conduct officer's decision shall be deemed final.

2. The notice of appeal must include a brief statement explaining why the respondent is seeking review.
3. The parties to an appeal shall be the respondent, complainant if any, and the conduct review officer.
4. A respondent, who timely appeals a disciplinary action or whose case is referred to the student conduct committee, has a right to a prompt, fair and impartial hearing as provided for in these procedures.
5. On appeal, the college bears the burden of establishing the evidentiary facts underlying the imposition of a disciplinary sanction by a preponderance of the evidence.
6. Imposition of disciplinary action for violation of the code of student conduct shall be stayed pending appeal, unless respondent has been summarily suspended.
7. The student conduct committee shall hear appeals from:
 - a. The imposition of disciplinary suspensions in excess of 10 days;
 - b. Dismissals; and
 - c. Discipline cases referred to the committee by the student conduct officer, the conduct review officer or the president.
8. Student conduct appeals from the imposition of the following disciplinary sanctions shall be reviewed through a brief adjudicative proceeding:
 - a. Suspensions of 10 days or less;
 - b. Disciplinary probation;
 - c. Written reprimands; and
 - d. Any conditions or terms imposed in conjunction with one of the foregoing disciplinary actions.
9. Except as provided elsewhere in these rules, disciplinary warnings and dismissals of disciplinary actions are final action and are not subject to appeal.
10. In cases involving allegations of sexual misconduct, the complainant has the right to appeal the following actions by the student conduct officer following the same procedures as set forth above for the respondent:
 - a. The dismissal of a sexual misconduct complaint; or
 - b. Any disciplinary sanction(s) and conditions imposed against a respondent for a sexual misconduct violation, including a disciplinary warning.
11. If the respondent timely appeals a decision imposing discipline for a sexual misconduct violation, the college shall notify the complainant of the appeal and provide the complainant an opportunity to intervene as a party to the appeal.
12. Except as otherwise specified in this Section, a complainant who timely appeals a disciplinary decision or who intervenes as a party to a respondent's appeal of a disciplinary decision shall be afforded the same procedural rights as are afforded the respondent.

J. BRIEF ADJUDICATIVE PROCEEDINGS – INITIAL HEARING

1. Brief adjudicative proceedings shall be conducted by a conduct review officer. The conduct review officer shall not participate in any case in which involved as a complainant or witness, or in which there is direct or personal interest, prejudice, or bias, or in which previous actions have been taken in an advisory capacity.
2. The parties to a brief adjudicative proceeding are the respondent, the student conduct officer, and the complainant in cases involving sexual misconduct. Before taking action, the conduct review officer shall conduct an informal hearing and provide each party:
 - a. An opportunity to be informed of the college's view of the matter; and
 - b. An opportunity to explain the party's view of the matter.
3. The conduct review officer shall serve an initial decision upon both the respondent and the student conduct officer within ten (10) calendar days of the completion of the informal hearing. The initial decision shall contain a brief written statement of the reasons for the decision and information about how to seek administrative review of the initial decision. If no request for review is filed within twenty-one (21) calendar days of service of the initial decision, the initial decision shall be deemed the final decision.
4. In cases involving allegations of sexual misconduct, the conduct review officer, on the same date as the initial decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection. The notice will also inform the complainant of their appeal rights. See APPENDIX A - Supplemental Title IX Student Conduct Procedures.
5. If the conduct review officer, upon review, determines that the respondent's conduct may warrant imposition of a disciplinary suspension in excess of ten (10) days, or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

K. BRIEF ADJUDICATIVE PROCEEDINGS – REVIEW OF INITIAL DECISION

1. An initial decision is subject to review by the president, provided a party files a written request for review with the conduct review officer within twenty-one (21) calendar days of service of the initial decision.
2. The president shall not participate in any case in which involved as a complainant or witness, or in which there is direct or personal interest, prejudice, or bias, or in which previous actions have been taken in an advisory capacity.
3. During the review, the president shall give each party an opportunity to file written responses explaining their view of the matter and shall make any inquiries necessary to ascertain whether the sanctions should be modified or whether the proceedings should be referred to the student conduct committee for a formal adjudicative hearing.
4. The decision on review must be in writing and must include a brief statement of the reason for the decision and must be served on the parties within 20 calendar days of the initial decision or of the request for review, whichever is later. The decision on review will contain a notice that judicial review may be available. A request for review may be deemed to have been denied if the president does not make a disposition of the matter within 20 calendar days after the request is submitted.
5. If the president, upon review, determines that the respondent's conduct may warrant imposition of a disciplinary suspension of more than 10 days, or dismissal, the matter shall be referred to the student conduct committee for a disciplinary hearing.

6. In cases involving allegations of sexual misconduct, the president, on the same date as the final decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent. The notice will also inform the complainant of their appeal rights.

L. STUDENT CONDUCT COMMITTEE

1. The student conduct committee shall consist of five members appointed by the president or designee:
 - a. Two full-time students appointed by ASWVC/ASWVCO;
 - b. One full-time classified staff member;
 - c. One faculty member; and
 - d. One administrator (other than an administrator serving as a student conduct officer or conduct review officer).
 2. The administrator shall serve as the chair of the committee and may take action on preliminary hearing matters prior to convening the committee. The chair shall receive annual training on protecting victims and promoting accountability in cases involving allegations of sexual misconduct.
 3. Hearings may be heard by hearing panel consisting of a quorum of three members of the committee, so long as one member is the chair. Committee action may be taken upon a majority vote of all committee members presiding over the hearing.
 4. Members of the student conduct committee shall not participate in any case in which they are a party, complainant, or witness, in which they have direct or personal interest, prejudice, or bias, or in which they have acted previously in an advisory capacity. Any party may petition for disqualification of a committee member.
- (5) For cases involving allegations of sex discrimination, including sex-based harassment, members of the student conduct committee must receive training on serving impartially, avoiding prejudgment of facts at issue, conflicts of interest, and bias. The chair must also receive training on the student conduct process for sex discrimination cases, as well as the meaning and application of the term, "relevant," in relations to questions and evidence, and the types of evidence that are impermissible, regardless of relevance in accordance with 34 C.F.R. § 106.45 and § 106.46.
- (6) The College may, in its sole discretion, contract with an administrative law judge or other qualified person to act as the presiding officer, authorized to exercise any or all duties of the student conduct committee and/or committee chair.

M. STUDENT CONDUCT COMMITTEE – APPEAL

1. Proceedings of the student conduct committee shall be governed by the [Administrative Procedure Act, chapter 34.05 RCW](#).
2. The student conduct committee chair shall serve all parties with written notice of the hearing not less than seven calendar days in advance of the hearing date. The chair may shorten this notice period if both parties agree, and also may continue the hearing to a later time for good cause shown.

3. The committee chair is authorized to conduct prehearing conferences and/or to make prehearing decisions concerning the extent and form of any discovery, issuance of protective decisions, and similar procedural matters.
4. Upon request, filed at least five days before the hearing by any party or at the direction of the committee chair, the parties shall exchange, no later than the third day prior to the hearing, lists of potential witnesses and copies of potential exhibits that they reasonably expect to present to the committee. Failure to participate in good faith in such a requested exchange may be cause for exclusion from the hearing of any witness or exhibit not disclosed, absent a showing of good cause for such failure.
5. The committee chair may provide to the committee members in advance of the hearing copies of (a) the conduct officer's notification of the imposition of discipline, or referral to the committee, and (b) the notice of appeal, or any response to referral, by the respondent. If doing so, however, the chair should remind the members that these pleadings are not evidence of any facts they may allege.
6. The parties may agree before the hearing to designate specific exhibits as admissible without objection and, if they do so, whether the committee chair may provide copies of these admissible exhibits to the committee members before the hearing.
7. The student conduct officer, upon request, shall provide reasonable assistance to the respondent in obtaining relevant and admissible evidence that is within the college's control.
8. Communications between committee members and other hearing participants regarding any issue in the proceeding, other than procedural communications that are necessary to maintain an orderly process, are generally prohibited without notice and opportunity for all parties to participate, and any improper ex parte communication shall be placed on the record, as further provided in [RCW 34.05.455](#).
9. Each party may be accompanied at the hearing by a non-attorney assistant of the party's choice. A respondent, or complainant in a case involving allegations of sexual misconduct, may elect to be represented by an attorney at their own cost, but will be deemed to have waived that right unless, at least four business days before the hearing, written notice of the attorney's identity and participation is filed with the committee chair with a copy to the student conduct officer. The committee will ordinarily be advised by an assistant attorney general. If the respondent or the complainant is represented by an attorney, the student conduct officer may also be represented by a second, appropriately screened assistant attorney general.

N. STUDENT CONDUCT COMMITTEE HEARINGS – PRESENTATION OF EVIDENCE

1. Upon the failure of any party to attend or participate in a hearing, the student conduct committee may either:
 - a. Proceed with the hearing and issuance of its decision; or
 - b. Serve a decision of default in accordance with [RCW 34.05.440](#).
2. The hearing will ordinarily be closed to the public. However, if all parties agree on the record that some or all of the proceedings be open, the chair shall determine any extent to which the hearing will be open. If any person disrupts the proceedings, the chair may exclude that person from the hearing room.
3. The chair shall cause the hearing to be recorded by a method he/she selects, in accordance with [RCW 34.05.449](#). That recording, or a copy, shall be made available to any party upon request. The chair shall assure maintenance of the record of the

proceeding that is required by [RCW 34.05.476](#), which shall also be available upon request for inspection and copying by any party. Other recording shall also be permitted, in accordance with [WAC 10-08-190](#).

4. The chair shall preside at the hearing and decide procedural questions that arise during the hearing, except as overridden by majority vote of the committee.
5. The student conduct officer, unless represented by an assistant attorney general, shall present the case for imposing disciplinary sanctions.
6. All testimony shall be given under oath or affirmation. Evidence shall be admitted or excluded in accordance with [RCW 34.05.452](#).
7. 7.
8. In cases involving allegations of sex-based harassment, the complainant and respondent may not directly question one another or other witnesses. In such circumstances, the chair will determine whether questions will be submitted to the chair, who will then ask questions of the parties and witnesses, or allow questions to be asked directly of any party or witnesses by a party's attorney or advisor. The committee chair may revise this process if, in the chair's determination, the questioning by any party, attorney, or advisor, becomes contentious or harassing.
 - a. Prior to any question being posed to a party or witness, the chair must determine whether the question is relevant and not otherwise impermissible; and must explain any decision to exclude a question that is deemed not relevant, or is otherwise impermissible. The chair will retain for the record copies of any written questions provided by any party.
 - b. The chair must not permit questions that are unclear or harassing; but shall give the party an opportunity to clarify or revise such a question.
 - c. The chair shall exclude and the committee shall not consider legally privileged information unless the individual holding the privilege has waived the privilege. Privileged information includes, but is not limited to information protected by the following: (a) spousal/domestic partner privilege; (b) attorney-client communications and attorney work product privilege; (c) clergy privileges; (d) medical or mental health providers and counselor privileges; (e) sexual assault and domestic violence advocate privileges; and (f) other legal privileges set forth in RCW 5.60.060 or federal law.
 - d. The chair shall exclude and the committee shall not consider questions or evidence that relate to the complainant's sexual interests or prior sexual conduct, unless such question or evidence is offered to prove someone other than the respondent committed the alleged conduct, or is evidence of specific instances of prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.
 - e. The committee may choose to place less or no weight upon statements by a party or witness who refuses to respond to questions deemed relevant and not impermissible. The committee must not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to such questions.

9. Except in cases involving allegations of sex-based harassment, the chair has the discretion to determine whether a respondent may directly question any witnesses; and if not, to determine whether questions must be submitted to the chair to be asked of witnesses, or to allow questions to be asked by an attorney or advisor for the respondent.

O. STUDENT CONDUCT COMMITTEE – INITIAL DECISION

1. At the conclusion of the hearing, the student conduct committee shall permit the parties to make closing arguments in whatever form it wishes to receive them. The committee also may permit each party to propose findings, conclusions, and/or a proposed decision for its consideration.
2. Within 30 calendar days following the later of the conclusion of the hearing, or the committee's receipt of closing arguments, the committee shall issue an initial decision in accordance with [RCW 34.05.461](#) and [WAC 10-08-210](#). The initial decision shall include findings on all material issues of fact and conclusions on all material issues of law, including which, if any, provisions of the code of student conduct were violated. Any findings based substantially on the credibility of evidence or the demeanor of witnesses shall be so identified.
3. The committee's initial decision shall also include a determination on appropriate discipline, if any. If the matter was referred to the committee by the student conduct officer, the committee shall identify and impose disciplinary sanction(s) or condition(s), if any, as authorized in the code of student conduct. If the matter is an appeal by the respondent, the committee may affirm, reverse, or modify the disciplinary sanction(s) and/or condition(s) imposed by the student conduct officer and/or impose additional disciplinary sanction(s) or condition(s) as authorized herein.
4. The committee chair shall cause copies of the initial decision to be served on the parties and their legal counsel of record. The committee chair shall also promptly transmit a copy of the decision and the record of the committee's proceedings to the president.
5. In cases involving allegations of sexual misconduct, the chair of the student conduct committee, on the same date as the initial decision is served on the respondent, will serve a written notice upon the complainant informing the complainant whether the allegations of sexual misconduct were found to have merit and describing any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent. Complainant may appeal the student conduct committee's initial decision to the president, subject to the same procedures and deadlines applicable to other parties. The notice will also inform the complainant of their appeal rights.

P. STUDENT CONDUCT COMMITTEE – APPEAL FROM STUDENT CONDUCT COMMITTEE INITIAL DECISION

1. A respondent who is aggrieved by the findings or conclusions issued by the student conduct committee may appeal the committee's initial decision to the president by filing a written notice of appeal with the president's office within 10 days of service of the committee's initial decision. Failure to file a timely appeal constitutes a waiver of the right and the initial decision shall be deemed final.
2. The written notice of appeal must identify the specific findings of fact and/or conclusions of law in the initial decision that are challenged and must contain argument why the

appeal should be granted. The president's review shall be restricted to the hearing record made before the student conduct committee and will normally be limited to a review of those issues and arguments raised in the notice of appeal. If necessary to aid review, the president may ask for additional briefing from the parties on issues raised on appeal.

3. The president shall provide a written decision to the respondent and the student conduct officer within 30 calendar days after receipt of the notice of appeal. The president's decision shall be final and shall include a notice of any rights to request reconsideration and/or judicial review.
4. In cases involving allegations of sexual misconduct, the president, on the same date that the final decision is served upon the respondent, shall serve a written notice informing the complainant of the final decision. This notice shall inform the complainant whether the sexual misconduct allegation was found to have merit and describe any disciplinary sanctions and/or conditions imposed upon the respondent for the complainant's protection, including suspension or dismissal of the respondent.
5. Per [RCW 34.05.455](#), the president shall not engage in any improper ex parte communication with any of the parties regarding an appeal.

Q. SUMMARY SUSPENSION

1. Summary suspension is a temporary exclusion from specified college premises or denial of access to all activities or privileges for which a respondent might otherwise be eligible while an investigation and/or formal disciplinary procedure is pending.
2. The student conduct officer may impose a summary suspension if there is probable cause to believe that the respondent:
 - a. Has violated any provision of the code of student conduct; and
 - b. Presents an immediate danger to the health, safety, or welfare of members of the college community or visitors; or
 - c. Poses an ongoing threat of substantial disruption of, or interference with, the operations of the college.
3. Notice. Any respondent who has been summarily suspended shall be served with oral or written notice of the summary suspension. If oral notice is given, a written notification shall be served on the respondent within two (2) calendar days of the oral notice.
4. The written notification shall be entitled Notice of Summary Suspension and shall include:
 - a. The reasons for imposing the summary suspension, including a description of the conduct giving rise to the summary suspension and reference to the provisions of the code of student conduct or the law allegedly violated;
 - b. The date, time, and location when the respondent must appear before the conduct review officer for a hearing on the summary suspension; and
 - c. The conditions, if any, under which the respondent may physically access the college premises or communicate with members of the college community and visitors. If the respondent has been trespassed from the college premises, a notice against trespass shall be included that warns the respondent that his or her privilege to enter into or remain on college premises has been withdrawn, and that the respondent shall be considered trespassing and subject to arrest for criminal trespass if the

- respondent enters the college premises other than for a scheduled meeting with the student conduct officer or conduct review officer, or to attend a disciplinary hearing.
5. The conduct review officer shall conduct a hearing on the summary suspension as soon as practicable after imposition of the summary suspension.
 - a. During the summary suspension hearing, the issue before the conduct review officer is whether there is probable cause to believe that the summary suspension should be continued pending the conclusion of disciplinary proceedings and/or whether the summary suspension should be less restrictive in scope.
 - b. The respondent shall be afforded an opportunity to explain why summary suspension should not be continued while disciplinary proceedings are pending or why the summary suspension should be less restrictive in scope.
 - c. If the respondent fails to appear at the designated hearing time, the conduct review officer may order that the summary suspension remain in place pending the conclusion of the disciplinary proceedings.
 - d. As soon as practicable following the hearing, the conduct review officer shall issue a written decision which shall include a brief explanation for any decision continuing and/or modifying the summary suspension and notice of any right to appeal.
 - e. To the extent permissible under applicable law, the conduct review officer shall provide a copy of the decision to all persons or offices who may be bound or protected by it.
 6. In cases involving allegations of sex discrimination, the complainant shall be notified that a summary suspension has been imposed on the same day that the summary suspension notice is served on the respondent. The college will also provide the complainant with timely notice of any subsequent changes to the summary suspension order.

R. CLASSROOM MISCONDUCT AND AUTHORITY TO SUSPEND FOR NO MORE THAN ONE DAY

1. Faculty members have the authority to take appropriate action to maintain order and proper conduct in their classroom and to maintain the effective cooperation of students in fulfilling the objectives of the course.
2. Bringing any person, thing, or object to a teaching and learning environment that may disrupt the environment or cause a safety or health hazard, without the express approval of the faculty member is prohibited.
3. Faculty members have the right to temporarily suspend any student(s) from a single class or related activity for the remainder of that day if the student's misconduct creates disruption to the point that it is difficult or impossible to maintain the decorum of the class, related activity or the learning and teaching environment. The faculty member shall report this temporary suspension to the student conduct officer or designee on the same day. In consultation with the faculty member, the student conduct officer may set conditions for the student upon return to the class or activity.

S. BRIEF ADJUDICATIVE PROCEEDINGS – COLLEGE RECORD

The college record for brief adjudicative proceedings shall consist of any documents regarding the matter that were considered or prepared by the presiding officer for the brief adjudicative proceeding or by the reviewing officer for any review consistent with [RCW 34.05.476](#). These records shall be maintained as the official record of the proceedings.

APPENDIX A - SUPPLEMENTAL TITLE IX STUDENT CONDUCT PROCEDURES

A. ORDER OF PRECEDENCE

This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See [34 C.F.R. § 106](#). To the extent these supplemental hearing procedures conflict with the Wenatchee Valley College's standard disciplinary procedures, Sections G. Disciplinary Sanctions and H. Hearing Procedures in procedure 1400.110, code of student conduct, these supplemental procedures shall take precedence. The college may, at its discretion, contract with an administrative law judge or other person to act as presiding officer and assign such presiding officer to exercise any or all of the duties in lieu of the student conduct committee and committee chair.

B. PROHIBITED CONDUCT UNDER TITLE IX

Pursuant to [RCW 28B.50.140 \(13\)](#) and Title IX of the Education Act Amendments of 1972, [20 U.S.C. §1681](#), the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of sexual harassment.

For purposes of this supplemental procedure, sexual harassment encompasses the following conduct:

1. **Quid pro quo harassment.** A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.
2. **Hostile environment.** Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.
3. **Sexual assault.** Sexual assault includes the following conduct:
 - a. **Nonconsensual sexual intercourse.** Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.
 - b. **Nonconsensual sexual contact.** Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
 - c. **Incest.** Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of 18.
 - d. **Statutory rape.** Consensual sexual intercourse between someone who is 18 years of age or older and someone who is under the age of 16.
4. **Domestic violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the

victim under the domestic or family violence laws of state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, [RCW 26.50.010](#).

5. **Dating violence.** Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - a. The length of the relationship;
 - b. The type of relationship; and
 - c. The frequency of interaction between the persons involved in the relationship.
6. **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

C. TITLE IX JURISDICTION

1. This supplemental procedure applies only if the alleged misconduct:
 - a. Occurred in the United States;
 - b. Occurred during a college educational program or activity; and
 - c. Meets the definition of sexual harassment as that term is defined in this supplemental procedure.
2. For purposes of this supplemental procedure, an educational program or activity is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.
3. Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of Section C, 1, a-c above, have not been met.

Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's code of code of student conduct.

4. If the student conduct officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the student conduct officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

D. INITIATION OF DISCIPLINE

1. Upon receiving the Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.
2. If the student conduct officer determines that there are sufficient grounds to proceed under these supplement procedures, the student conduct officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the Student

Conduct Committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

- a. Set forth the basis for Title IX jurisdiction;
- b. Identify the alleged Title IX violation(s);
- c. Set forth the facts underlying the allegation(s);
- d. Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s);
- e. Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:
 - i. The advisors will be responsible for questioning all witnesses on the party's behalf;
 - ii. An advisor may be an attorney; and
 - iii. The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so; and
 - iv. Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

E. PRE-HEARING PROCEDURE

1. Upon receiving the disciplinary notice, the chair of the Student Conduct Committee will send a hearing notice to all parties, in compliance with 1400.110 code of student conduct procedure, Section H, Hearing Procedures - initiation of disciplinary action. In no event will the hearing date be set less than 10 days after the Title IX coordinator provided the final investigation report to the parties.
2. A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.
3. In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

F. RIGHTS OF PARTIES

1. The college's code of student conduct procedure and this supplemental procedure shall apply equally to all parties.
2. The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.
3. The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.
4. During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

G. EVIDENCE

The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

1. **Relevance:** The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance. Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.
2. **Questions or evidence** about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:
 - a. Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or
 - b. Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.
3. **No negative inference:** The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.
4. **Privileged evidence:** The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:
 - a. Spousal/domestic partner privilege;
 - b. Attorney-client and attorney work product privileges;
 - c. Privileges applicable to members of the clergy and priests;
 - d. Privileges applicable to medical providers, mental health therapists, and counselors;
 - e. Privileges applicable to sexual assault and domestic violence advocates; and
 - f. Other legal privileges identified in [RCW 5.60.060](#).

H. INITIAL ORDER

In addition to complying with 1400.110 code of student conduct procedure, Section J, Brief Adjudicative Proceedings – initial hearing, the Student Conduct Committee will be responsible for conferring and drafting an Initial Order that:

1. Identifies the allegations of sexual harassment;
2. Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
3. Makes findings of fact supporting the determination of responsibility;
4. Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;
5. Contains a statement of, and rationale for, the committee's determination of responsibility for each allegation;
6. Describes any disciplinary sanction or conditions imposed against the respondent, if any;
7. Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and

8. Describes the process for appealing the Initial Order to the college president.

The committee chair will serve the Initial Order on the parties simultaneously.

I. APPEALS

1. The parties shall have the right to appeal from the Initial Order's determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and timeframes set forth in 1400.110 code of student conduct procedure, Section P, Student Conduct Committee – Appeal from Student Conduct Committee Initial Decision.
2. The president or designee will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether the disciplinary sanction and condition(s) imposed in the Initial Order are affirmed, vacated, or amended, and, if amended, set forth any new disciplinary sanction and/or condition(s).
3. The president's office shall serve the final decision on the parties simultaneously.

This procedure replaces procedure dated 8/18/20. Approved by the president's cabinet: 9/28/21
Last reviewed: 9/28/21

Procedure contact: Student Services

Related policies and procedures

000.190	Expressive Activities Policy
000.240	Tobacco Free Campus Policy
000.270	Weapons on Campus Policy
000.300	Freedom of Inquiry & Expression Policy
000.330	Discrimination and Discriminatory Harassment Policy
000.340	Sexual Harassment/Title IX Policy
400.100	Student Rights and Responsibilities/Code of Student Conduct Policy
400.120	Academic Grievance Policy
500.450	Violence in the Workplace Policy
500.475	Alcohol & Drug-Free Workplace Policy
700.120	Email Distribution List Use Policy
700.125	Acceptable & Ethical Use Policy
1000.240	Tobacco Free Campus Procedure
1000.270	Weapons on Campus Procedure
1000.330	Discrimination & Discriminatory Harassment Procedure
1000.340	Sexual Harassment/Title IX Procedure
1400.120	Academic Grievance Procedure
1400.125	Academic Dishonesty Procedure
1500.450	Violence in the Workplace Procedure
1500.475	Alcohol & Drug-Free Workplace Procedure