Mission Fulfillment and Sustainability Peer-Evaluation Report

Wenatchee Valley College

Wenatchee, Washington

April 8-10, 2019

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

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Introduction

Wenatchee Valley College (WVC) is a public, comprehensive community college located in north-central Washington, serving the citizens of Chelan, Douglas, and Okanogan counties. Founded in 1939 as a private college, WVC became a public community college in 1967 and has a main campus is Wenatchee along with a satellite campus 100 miles to the north in Omak, Washington. The WVC service area spans more than 10,000 square miles and has a population of more than 158,000.

The college was initially accredited in 1948 by the Northwest Commission on Colleges and Universities (NWCCU) and has been continuously accredited since that time. WVC offers applied baccalaureate degrees, associate degrees, certificates of completion, basic education for adults, and continuing and community education. The college was granted candidacy status at the baccalaureate level offering a Bachelor of Science in Nursing in 2014 and was granted accreditation at the baccalaureate level for that same program in 2018. WVC has also added a Bachelor of Applied Science (BAS) in Engineering Technology and has plans to expand its BAS offerings.

In 2016-2017 WVC served over 6,000 students in credit or basic skills programs, with an FTE of 3,247. Of those students, 47% were enrolled in a university transfer program, 40% in a professional/technical program, and 13% in a basic skills program. 30% of students were enrolled in pre-college coursework and WVC served more than 700 Running Start students. An additional 1,000 students were enrolled in non-credit continuing education and training courses. Approximately 89% of students were enrolled in Wenatchee with 11% of students enrolled at the Omak satellite campus. WVC is a Hispanic Serving Institution, with 47% of students identifying as Latino/Latina, while 2.5% of WVC students identify as Native American.

Assessment of Institution's Self-Evaluation Report and Supporting Materials

An electronic copy and a hard copy of the Self-Evaluation Report were mailed to the evaluation committee approximately six weeks prior to the visit. The 200-page document included sections addressing all required components of the Mission Fulfillment and Sustainability Self-Evaluation Guidelines. The evaluation committee found the report to be generally well organized and informative. Appendices were provided electronically on a flash drive and many were also available through links embedded in the report. While the links in the report were helpful, the amount of material supplied on the flash drive and the lack of organization of that material made it difficult to use. Evaluators often felt the need to sift through large quantities of seemingly random data in order to find evidence to verify the work being done at the college. In this case, a smaller quantity of well organize exhibits would have been more useful than the large quantity of data that was provided.

Onsite, the college worked hard to provide supplementary materials requested throughout the visit. The Board of Trustees, faculty, administration, staff, and students of Wenatchee Valley College were welcoming, forthright, and accommodating throughout the visit. Many took time to meet with the evaluators and aided the committee greatly in learning about WVC. The committee would like to sincerely thank the college for its hospitality and support before, during, and after the visit.

Response to Student Achievement Data

NWCCU requested the evaluation committee review and discuss with WVC the challenges they are facing in improving graduation rates along with their strategies for doing so, the effectiveness of those strategies, and what accreditors might do to assist in the improvement of graduation rates. NWCCU provided visualizations of graduation rates, enrollment trends, retention rates, transfer out rates, and cohort default rates at WVC for the past several years to the chair of the evaluation committee.

1. *What are the key challenges of the institution related to the institution's graduation rate and other data provided?*

Data provided by NWCCU shows that WVC had a graduation rate of 28% in 2017. While there have been peaks and valleys along the way, that rate has largely held steady for the past 10 years. The college notes reductions in state funding, issues surrounding clear advising for transfer students, and students "jobbing out" of professional/technical programs prior to graduation as challenges around student completion.

2. *What is the institution doing to improve graduation rates?*

Wenatchee Valley College has implemented several initiatives designed to improve student completion and success over the past few years. These include a guided pathways initiative, improved advising processes, and multiple grant activities (TRIO, MESA, CAMP, etc.) targeted at these challenges. These are discussed in detail throughout this report.

3. *What initiatives appear to be effective in improving graduation rates?*

The college noted a renewed focus on the training of faculty advisors as a critical step to improving completion at WVC. Additionally, the services provided through grants such as TRIO, MESA, and CAMP have proven successful, though their services reach a limited number of students.

4. *What might accreditors do to assist institutions to improve graduation rates?*

It was noted that accreditors such as NWCCU could assist by focusing on the varying needs of different institutions and their diverse student populations rather than attempting to implement a "one-size-fits-all" approach to measure success.

NWCCU Eligibility Requirements 2-24

This summary statement addresses Eligibility Requirements 2 through 24. As evaluators reviewed WVC's Mission Fulfillment and Sustainability Self-Evaluation Report and supporting and supplemental materials, conducted interviews, and verified compliance with accreditation standards, they found evidence that WVC substantially meets Eligibility Requirements 2 through 24.

Section One

<u>Report on Standard 1.A—Mission</u>

Wenatchee Valley College's mission statement was developed via a collaborative process which included input from internal and external stakeholders and was adopted by the college's Board of Trustees on February 20, 2008. The mission articulates a purpose appropriate to WVC as an institution of higher learning:

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

The mission statement, along with the core themes, objectives, and indicators that are derived from that mission direct planning and improvement processes at WVC. The college mission statement is published on the college website, in institutional publications, and in the college catalog. The mission is derived from and widely understood by its community as evidenced through discussions with faculty, staff, and students during the evaluation visit. (1.A.1)

WVC defines mission fulfillment on a point-based system tied to the objectives and key performance indicators aligned with each of the college's four core themes. For each key performance indicator, two points are awarded for meeting or exceeding a target, one point is awarded for closely approaching a target, and zero points are awarded for missing a target by a significant margin. The point system is then converted to a standard academic grading system which allows the college to grade each core theme independently as well as to combine the four core themes together into an overall institutional grade for mission fulfillment. Success is assessed annually and reported via a *Mission Fulfillment and Core Theme Indicator Report*. This report is reviewed and adopted by the WVC Board of Trustees annually, and it is at that point

that the Board of Trustees determines whether the college has fulfilled its mission for the previous year. In general, the college considers a comprehensive score of 75% or above, or a grade of C, to represent an acceptable threshold of mission fulfillment. The most recent review and approval by the Board of Trustees took place on February 20, 2019.

Once approved, the report is made available to the entire campus. The alignment between the core themes, objectives, key performance indicators, and the college mission is clear and identifies assessable and verifiable indicators of achievement that create a strong foundation for an acceptable measurement of mission fulfillment. As noted later in the report, the meaningfulness of those indicators was not always clear to the evaluation committee. (1.A.2)

Report on Standard 1.B—Core Themes

WVC identifies its core themes as 1) Educational Achievement, 2) Support for Learning, 3) Responsiveness to Local Needs, and 4) Diversity and Cultural Enrichment. These core themes are consistent with WVC's mission of "serving educational and cultural needs of communities and residents throughout the service area" and "providing high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds." (1.B.1)

WVC has established objectives, key indicators of achievement, measures, and targets for each of its core themes. In total, there are 39 quantitative indicators of achievement tied to the four core themes. The bulk of those are connected to the Educational Achievement Core Theme (17), with the remaining indicators distributed evenly among the Support for Learning (7), Responsiveness to Local Needs (7), and Diversity and Cultural Enrichment (7) Core Themes. The scoring system outlined above ensures that the indicators are assessable and verifiable. The evaluation committee found broad campus-wide engagement with the core theme objectives. Conversations with faculty, staff, and administrators confirmed that the core themes, objectives, and indicators are used to measure mission fulfillment at WVC. However, the meaningfulness of those indicators was less apparent. Many indicator targets were established years ago, and faculty and staff often had difficulty explaining how or why the targets were established. Moreover, the consistent high marks on three of the four core themes, virtually all of which have scored above 93% success for the past several years, with many consistently at 100% achievement, calls into question the usefulness of those indicators. Interviews with faculty, staff, and administration note that WVC intends to revisit these indicators as the college moves into its next accreditation cycle. (1.B.2)

Concern: While WVC has established objectives for each of its core themes and has identified assessable and verifiable indicators of achievement, it is not always clear that those indicators are able to be used to evaluate accomplishment of core theme objectives in a meaningful way. (1.B.2)

Section Two

Report on Standard 2.A—Governance

Governance, Governing Board, Leadership and Management

Wenatchee Valley College has an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Division of authority between the WVC Board of Trustees and the Washington State Board for Community and Technical Colleges (SBCTC) is clear. Structures and processes are in place to ensure that the views of faculty, staff, administrators, and students are considered as appropriate. (2.A.1; 2.A.2)

The institution monitors its compliance with NWCCU standards for accreditation through the work of its Accreditation Liaison Officer and the President's Cabinet. WVC considers the impact of collective bargaining agreements, legislative actions, and external mandates as is evidenced by interviews with college personnel regarding the bargaining process. (2.A.3)

Governing Board of Trustees

Wenatchee Valley College has a five-member functioning Board of Trustees.   Per Washington Code, members are appointed by the Governor and are representative of the college's service area.   None of the current Board of Trustees members have employment, contractual, or personal financial interests in the college. (2.A.4)

Board policy dictates that the Board act as a committee of the whole and interviews with the Board of Trustees confirmed this practice.   (2.A.5)

The Board of Trustees is active in establishing, reviewing, revising, and exercising broad oversight of board policies. Interviews with the Board of Trustees and review of meeting minutes confirmed that these responsibilities are consistently carried out. However, the evaluation committee found no evidence of a systematic approach for reviewing college policies. As a result, the evaluation committee found several policies that have not been updated in over a decade. Some examples include policies concerning reasonable accommodations, acceptable and authorized use of computer resources, return to work policy, and the administration of emergency loans. (2.A.6)

Evaluators also found evidence that the Board of Trustees selects and regularly evaluates a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the President to implement and administer Board approved policies related to the operation of the institution, as dictated in Board policy. Dr. Jim

Richardson was appointed by the Board of Trustees through this process in 2005 and was most recently evaluated by the Board of Trustees in 2018. (2.A.7)

The Board of Trustees regularly evaluates its own performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner, and the most recent self-evaluation was conducted in 2018. (2.A.8)

Leadership and Management

Visits with the administrative team and review of documents demonstrate that Wenatchee Valley College has an effective system of leadership, staffed with qualified administrators with appropriate levels of responsibility and accountability. Specifically, the President's Cabinet meets weekly and functions as the college's leadership and planning team. (2.A.9)

Dr. Jim Richardson was appointed as president of WVC in July 2005.   Prior to being hired at WVC, Dr. Richardson spent 5 years serving as president of Southeastern Community College in West Burlington, Iowa. Dr. Richardson is well qualified and holds appropriate degrees for the position (Ph.D., M.A., and B.A.) Dr. Richardson has a full-time responsibility to the institution and serves as an ex officio member of the governing board. (2.A.10)

Wenatchee Valley College employs a sufficient number of qualified administrators who provide effective leadership and management for the institution as evidenced by a review of qualifications and interviews with faculty, staff, and students. Those interviews also verified that the administrative team works collaboratively to foster fulfillment of WVC's mission and accomplishment of its core themes. (2.A.11)

Policies and Procedures—Academics

The evaluation committee found evidence within provided exhibits and college publications, and via direct interviews, that the college has made information on academic policies widely and clearly available to students, faculty, and to administrators and staff with related responsibilities. College policies addressing academic freedom, scholarship, research and artistic creation were noted. Policies dating back to 2000 affirm WVC's commitment to the principles of free speech and expression and affirm the right of faculty to practice academic freedom. Intellectual property is also addressed. It was noted that the WVC website is under continuing redesign and that references in the catalog did not always match actual website links. (2.A.12)

The WVC Library circulation policies are published on the library page of the college website and enforced through parameters set in the library's management system and through campus network login policies. Policies concerning patron privileges, damage/loss of materials,

inspection to detect unauthorized removals of materials, and prohibited entry of food, beverages, and animals (except for service animals) was found on the Human Resources Policies and Procedures webpage. The Collection Development Policy was provided as accreditation evidence but was not found as a published document. (2.A.13)

The evaluation committee found evidence within provided exhibits and college publications, and via direct interviews, that the college has, follows, and publishes widely an effective and clearly stated transfer-of-credit policy that maintains its programs' integrity while facilitating efficient student mobility among institutions in pursuing educational program completion. (2.A.14)

Policies and Procedures—Students/Human Resources

Policies and procedures regarding student rights and responsibilities can be found in the Student Handbook and on the college website. Policies addressing plagiarism and cheating, acceptable use of computer resources, participation in Washington Virtual Campus and the Student Code of Conduct are clearly stated; however, the discipline process was not located. Accommodations for students with disabilities are on the college website. College policies for serving students with disabilities align with Washington State's Board for Community and Technical College policy and the State Policy 188 on Accessibility. The catalog provides detailed information on accessible technology, the use of service animals, procedures for services and access, and the grievance process should a student feel they have experienced discrimination. (2.A.15)

Wenatchee Valley College admission policies are clearly stated in the catalog and on the college website. The college admits students who hold a high school diploma or equivalent. A pre-placement questionnaire is used to assess students' readiness for college, and every degree-seeking student who does not have prior college credit in math and/or English is required to take Accuplacer. The college uses multiple measures to determine appropriate course placement for students. These measures include a high school transcript, smarter balance test score, and SAT and ACT scores in addition to what the student self-reports. The WVC catalog, student handbook, and online materials outline the standards for satisfactory academic progress and the processes for termination and readmission into academic programs. (2.A.16)

The college publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for these activities. These are included in the student handbook, the athletic handbook, and the handbook for residents. The college does not have a student newspaper or other student-run media. (2.A.17)

Human Resources policies and procedures, both the original and revised, are maintained in paper form within the Human Resources department. The self-study suggested the current versions are published on the college website and accessible through the college portal.

However, several policies reviewed by the evaluation committee had "last reviewed" dates beyond ten years. (2.A.18)

Concern: The evaluation committee is concerned with the lack of a regular, systematic review of college policies. Through a random check, the evaluation committee found several policies dated from 2001-2007. A regular review of policies ensures a consistent, fair, and equitable application to employees and students. (2.A.6; 2.A.18)

Employees are apprised of their work responsibilities and conditions of employment through the initial job announcement and position description. Through their annual performance assessment, bargaining agreement and communication with supervisors, employees are made aware of their rights and responsibilities, and conditions for retention, promotion, and termination. At the time of this visit, 92% of staff assessments had been completed and the Human Resource Office monitors job descriptions that haven't been updated in four years. (2.A.19)

The college ensures the security and appropriate confidentiality of personnel records by keeping them in a specially designed, secure, and fire-resistant room that only a limited number of college personnel have permission to access. Furthermore, room access is tracked by keycard identification, date, and time. (2.A.20)

Policies and Procedures—Institutional Integrity

A review of publications indicates that WVC represents itself clearly, accurately, and consistently through its print and electronic announcements, statements, and publications. Evidence shows that the college clearly communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic and professional/technical programs can be completed in a timely fashion. There is evidence the college regularly reviews its publications to assure accuracy in all representations about its mission, programs, and services. (2.A.21)

WVC advocates, subscribes to, and exemplifies high ethical standards. Clear policies are in place regarding the resolution of staff, faculty, and student complaints. Interviews with students, faculty, and staff indicate that these policies are followed, and that the college operates with high ethical standards. (2.A.22)

Evaluators found evidence that WVC follows clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Rules governing conflict of interest are set forth by the State of Washington and are followed by WVC. (2.A.23)

WVC maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property. These policies are defined in Article 3, Section K of the Collective Bargaining Agreement. (2.A.24)

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. Evaluators found evidence in college documents and on the college website that WVC accurately uses the term "Accreditation" to reflect its status. (2.A.25)

WVC follows prescribed contracting procedures and all contractual agreements are reviewed by the Vice President of Administrative Services. (2.A.26)

Policies and Procedures—Academic Freedom

The evaluation committee found evidence within provided exhibits and college publications, and via direct interviews, that Wenatchee Valley College, supported by approval of its governing board, has published and follows policies that support academic freedom and protect members of the college community from untoward internal and external influences, pressures and harassment toward the expression of such freedom of independence in thought, and in pursuit and dissemination of knowledge. Faculty confirmed Wenatchee Valley College adheres to these policies. (2.A.27)

The evaluation committee found evidence within provided exhibits and college publications, and via direct interviews, that the college defines and promotes an environment supportive of independent thought in the pursuit and dissemination of knowledge. The WVC core them of Diversity and Cultural Enrichment articulates an objective that, "Students and staff will be supported by practices and policies that create an inclusive environment of learning and work; the college community and residents of District 15 will have opportunities to experience diverse and multi-culturally rich perspectives through curriculum, educational programs, and special events." (2.A.28)

Wenatchee Valley College educators present scholarly information fairly and accurately. Teaching faculty are encouraged to separate their personal beliefs from scholarship and curriculum. The Curriculum Committee regularly reviews course outlines and syllabi to ensure such. Additionally, spoke highly regarding the quality of education at WVC. (2.A.29)

Policies and Procedures—Finance

Wenatchee Valley College has written policies regarding oversight and management of financial resources. However, many do not appear to have been reviewed since 2000. Those policies that have been reviewed and updated in the last two years are defined and robust. The

evaluation committee could not find a clear policy regarding debt management, or board monitoring and approval of budgets other than the policy delegating authority to the WVC President. (2.A.30)

Report on Standard 2.B—Human Resources

WVC employs a sufficient number of qualified faculty and staff to maintain and support operations. There are 226 full-time employees at the college including 84 full-time faculty, 61 exempt staff, and 81 classified staff. All full and part-time faculty, as well as full-time administrative exempt staff, are required to submit college transcripts, licenses, or other credentials to document their educational background and professional experience. To ensure job descriptions are kept up to date and accurately reflect duties and responsibilities, they are reviewed and updated in concert with the employee's regular evaluation cycle. The Executive Director also maintains a database to routinely track updates. (2.B.1)

Performance evaluations are conducted annually for administrators and for professional and classified staff. Supervisors receive reminders from the Human Resource Office when evaluations are overdue. In the past, some staff evaluations have lapsed for a longer period. As mentioned previously, these are back on track and 92% of evaluations are currently complete. (2.B.2)

Approximately $45,000 is set aside by the WVC Foundation to support faculty and staff participation in conferences and webinars annually. Additionally, each full-time faculty member receives $1200 for professional development per the faculty negotiated agreement. Part-time faculty can also access funds through $10,000 that is set aside annually for their professional development. Additionally, the college uses funds from a Title III grant to strengthen faculty professional development. The professional development committee is diligent in reviewing applications and awarding funds. Finally, the college is a member of state-wide professional development organizations where classified, administrative, and exempt staff can participate in training. (2.B.3)

Position recruitment announcements clearly state the criteria, qualifications, and procedures for employment selection. Additionally, the procedures for hiring faculty and the required qualifications are listed in the collective bargaining agreement. The college has an equal opportunity/non-discrimination statement in its hiring procedures. To ensure integrity and relevance of academic programs, faculty, through Curriculum Committee and Instructional Council, engage in routine curricular and program review and change. (2.B.4)

Consistent with the community college mission, teaching is the primary responsibility for faculty. However, in meeting with several faculty during the visit, the evaluation committee also learned of their involvement in advising, governance committees, student support, and division activities. (2.B.5)

The collective bargaining agreement clearly outlines the evaluation procedures for faculty. The evaluation process also identifies areas in which faculty are to be assessed including evidence of effective teaching. (2.B.6)

Report on Standard 2.C—Education Resources

An examination of the WVC catalog found clearly identifiable student learning outcomes at the program level for the four-year degree programs and for most two-year professional/technical programs. Those missing from the catalog were located on the college website. The evaluation committee found, through a review of master syllabi, discipline-specific program and course-level learning outcomes that were not published in either the catalog nor published on the college website. Associate degree transfer programs utilize the college student learning outcomes as program outcomes. However, there was no consistent evidence of assessment of these outcomes at the course or program level, nor evidence that any assessment led to improvement in teaching or learning. The Associate Degrees in Business and in Music have no discipline specific outcomes at the program level published in the catalog or on the college website. Curriculum undergoes a rigorous review process at the college which leads to collegiate level degrees and certificates consistent with program content in recognized fields of study. (2.C.1)

WVC utilizes master syllabi to communicate expected learning outcomes. Expected course-level outcomes are provided in written form to the students via syllabi posted on Canvas, the college's learning management system. An examination of several syllabi posted to Canvas for the current quarter found some inconsistencies in the wording of course-level learning outcomes compared to master syllabi. The review also revealed that some syllabi were not posted, therefore the evaluation committee was unable to verify that course-level student learning outcomes were provided in writing to students in courses that did not have syllabi posted. (2.C.2)

Concern: Wenatchee Valley College should ensure that expected course-level student learning outcomes are clearly provided to students in all courses. (2.C.2)

The evaluation committee found evidence within provided exhibits and college publications, and via direct interviews, that the college has course curriculum development mechanisms in place that ensure equivalency of content and rigor across delivery modalities. The evaluation committee found substantial and effective support for the use of distance learning as part of the college's delivery of program curricula. The geographic size of the WVC service district and the distribution of population centers throughout make distance learning appropriate if not essential to the institution's mission and purposes. The integrated planning process recently implemented by the college ensure that plans for developing, sustaining, and expanding distance learning are fully integrated into that process. The support elements of planning for

distance learning are embodied in the technology plan, which incorporates planning results for the libraries, distance learning tutoring, and information technology.

Distance learning courses are evaluated in the same manner as other courses designed for traditional face-to-face delivery and are subjected to the same processes for improvement. Faculty have the same roles and responsibilities in the design of distance learning offerings as for face-to-face offerings, with support and additional training in the specialized aspects of distance learning pedagogy provided by distance learning support staff. Comparability of academic rigor between distance learning offerings and more traditionally delivered offerings is monitored and defended by faculty, who view all program and course offerings as equivalent in potential value to students.

Distance learning support staff provide the same pedagogical training and support to all faculty, full-time and adjunct, who are assigned responsibility for delivering distance learning offerings. There still exist some differences in the capacity and efficacy of distance learning technology among the academic sites across the college district, as older technologies reach their capability and scalability limits in the face of increasing demand from students and staff in Omak and other outlying areas.

The college has a multi-year technology plan that includes goals to enhance the robustness and scalability of technical infrastructure to provide the same level of technology support to faculty, students, and academic support services across the district. The college assures the integrity of its distance learning offerings through effective procedures to ensure the student who registers for a distance learning course is the same student who participates in, completes, and receives credit for that course. Ongoing efforts are devoted to maintaining this integrity in the face of evolving challenges to online security. Two-factor authentication is an example of technology being evaluated for implementation. (2.C.3)

Degree programs at Wenatchee Valley College show appropriate breadth, depth and sequencing of courses and synthesis of learning. Professional/technical courses are closely aligned to business and industry needs. The new Bachelor of Science in Nursing is an example of industry driving a critical need for a higher education degree program. Furthermore, graduation requirements are outlined in the catalog and on the WVC website. WVC follows a degree audit process prior to graduation. (2.C.4)

The evaluation committee found evidence within provided exhibits and college publications, and via direct interviews, that the college has a well-defined and structured process by which courses and programs are designed, approved, implemented and revised by the faculty. The Curriculum Committee coordinates a cyclical review process that drives triennial review and update of all courses and programs. Course and program management processes are embedded in the college's shared governance structure, with Curriculum Committee, Instruction Council, and Assessment Committee within the purview of the Educational Achievement Core Theme Council. Faculty have contractual responsibility to be active in the selection of new faculty, and in the pre- and post-tenure progression recommendations for

those on the tenure track. Faculty with teaching responsibilities have been given the collective responsibility for fostering and assessing student achievement of clearly identified student learning outcomes. However, the evaluation committee found a lack of a consistent and widely held understanding of the relationships between the different levels (course, program, institution) of student learning outcomes among faculty. Moreover, outside of the professional/technical areas, the college does not have a consistent definition of what constitutes a program at WVC, making the establishment and assessment of program-level student learning outcomes impossible in many areas. (2.C.5)

Concern: Faculty with teaching responsibilities do not appear to have a widely shared concept of the nature of or relationships among the various levels of student learning outcomes. There is not a college-wide definition of what constitutes a program for which to define program learning outcomes. Faculty with teaching responsibilities do not appear to take consistently collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes. (2.C.5)

The WVC faculty librarian provides information literacy instruction courses and all faculty have the option to schedule tours of the library and informational resources for their classes. Customized library orientation sessions can also be arranged for specific curricular topics. During the Fall 2018 quarter, 55 information literacy courses were taught on the Wenatchee campus and 7 information literacy courses were taught on the Omak campus. Students confirmed that many of their courses required the use of the library and its information resources, as well as having completed the faculty librarian's information literacy course. (2.C.6)

The college has established polices for accepting credit for prior experiential learning. The college's nontraditional education options provide multiple sources from which experiential credit can be obtained, with all being subject to faculty-developed criteria for acceptance that ensure documented student achievement is equivalent to expected learning outcomes within regular curricular offerings. Policies place appropriate limits on the maximum experiential learning credit to be granted, how and when those credit may be transcripted, and the exclusion of those credits from the satisfaction of WVC residency requirements. (2.C.7)

The evaluation committee found evidence that the college has and follows a published guideline for accepting transfer credit that ensures the equivalency of transfer credit to WVC-earned credit. Student advising recognizes that transfer credit acceptance works in both directions and stresses to students intending to transfer to other institutions the importance of verifying degree requirements and credit transfer policies with the receiving institution. Articulation agreements in place include the Washington Statewide Direct Transfer Agreement (DTA) as well as a variety of program-based articulations with numerous institutions within and outside of Washington. (2.C.8)

The college includes a general education component for each of its undergraduate programs that includes a recognizable core of humanities and fine arts, mathematics, natural sciences, and social sciences. The core areas are structured to facilitate transfer to baccalaureate

colleges and universities within Washington. Professional/technical programs include general education components to improve skills in communication, computation, and human relations. (2.C.9)

College-level student learning outcomes are assessed campus wide on a rotating basis. The evaluation committee reviewed the recent assessment of the college's critical thinking student learning outcome (SLO) (performed by faculty in the spring of 2017) and communication student learning outcome (performed by the faculty in the fall of 2017) via documentation provided to the evaluation committee prior to the visit. Faculty chose an assignment that mapped to an SLO, described the connection to planning, and assessed students on a scale of 1-5 via an institutionally provided rubric or an instructor created rubric. While analysis and summary sections were provided on the template, in some cases these portions were not completed. Further, it was unclear how the results of these assessments were used to improve instruction.

A separate document, called a Faculty Change Survey, was also used to provide evidence of an accumulation of individual changes made by instructors as a result of SLO assessment. However, the connection between the changes reported by individual faculty and the SLO assessment information was unclear. Many reported faculty changes seemed to have no link to student learning outcomes assessment at all. In short, the evaluation committee could not find a direct connection between SLO assessment and changes made to instructional practices.

The college SLOs themselves are simply stated as topic areas: Problem solving; Communication; Social interaction; and Inquiry. The SLOs do not provide a standard or benchmark and appear to be only loosely connected to assessable learning outcomes. There is no standardization across courses regarding what is assessed or how it is assessed. Indeed, faculty can choose what aspect of an SLO to assess and how to assess them in a manner that makes a single standard across the institution difficult to evaluate in a way that demonstrates the use of data for systemic institutional improvement. (2.C.10)

Related instruction components are identified in program learning outcomes, where available, and are taught through appropriate departments to ensure the use of qualified instructors. Assessment of related instruction in professional/technical programs is completed through program-level student learning outcomes and course-level learning outcomes. Evidence of SLO assessment was reviewed. (2.C.11)

WVC does not offer graduate programs. (2.C.12; 2.C.13; 2.C.14; 2.C.15)

Both credit and non-credit continuing education programs and other special programs are aligned with the college's mission and goals. Continuing Education has a variety of topics taught by qualified individuals. Adult Basic Education (ABE) focuses on opportunities and skills in reading, writing, and mathematics. (2.C.16)

The institution maintains direct responsibility for academic quality for all aspects of continuing education and special learning programs and courses. Courses are taught by qualified adjunct faculty and oversight for some classes is handled by the Curriculum Committee. (2.C.17)

Credit and continuing education courses align with the college's mission and Responsiveness to Local Needs and Educational Achievement core themes. CEU's are offered in conjunction with professional organizations or agencies granting CEUs. WVC is encouraged to review CEU course offerings to ensure that they have clearly identified student learning outcomes. (2.C.18)

The institution maintains records related to the courses and the nature of the learning provided. Registration is seamless and user friendly. Registration records are stored using the same system as credit bearing courses. (2.C.19)

Report on Standard 2.D—Student Support Resources

Wenatchee Valley College creates an effective learning environment with appropriate programs and services to support student learning needs. Student support services are housed throughout the Student Services and Instructional Divisions. These services include admissions, financial aid, registration, advising, athletics, campus life, counseling, disability services, diversity, equity and inclusion, a library, tutoring, writing center, and student residence. Services are available at the Wenatchee and Omak campuses.

WVC is a Hispanic Serving Institution. As such, the college has hired several bilingual staff, translated select online admission information into Spanish, and conducts bilingual programming. In an effort to identify and eliminate barriers within WVC that hinder the enrollment and success of undocumented students, a DREAMer task force was formed. The task force provided training on awareness of and sensitivity to issues facing this student population. This training was provided to interested faculty and staff who were willing to have their offices identified as safe spaces for DACA students.

With more than fifty percent of the student population comprised of non-white students, WVC recently hired its first Director of Diversity, Equity, and Inclusion (DEI) in order to create, expand, and promote opportunities for students. The position was recently modified to an associate dean level that now oversees international programs, residence life, the Diversity Center, campus life, Student Government, and Accessibility Services. While the span of responsibilities has increased significantly for this position, it allows the associate dean to embed DEI work into a variety of programs and services. Additionally, it is now required that all students take one five-credit diversity course before graduating. These course offerings have been reviewed by the associate dean and by the former Diversity Advocacy Council, which is now a Core Theme Council connected to the Diversity and Cultural Enrichment Core Theme. The college is making a genuine effort to create a diverse, welcoming, and inclusive environment for students of all backgrounds and should be commended for this.

Additionally, in conjunction with Washington State Policy 118 requiring accessible services, Access 360 was implemented with the goal of providing accessible technology to students with disabilities and providing training resources to support their learning needs. (2.D.1)

The college's commitment to providing a safe environment at all of its locations is evidence by hiring a full-time Safety, Security and Emergency Manager, in addition to installing better lighting and security cameras. Policies and procedures related to safety and security are available in the WVC catalog, student handbook and on the web.

The college provides 24-hour campus security at the Wenatchee Campus through a contracted service. Procedures for reporting incidents and/or seeking help are available and easy to understand in multiple locations. The college has an opt-in mass notification system and works closely with local law enforcement, medical, fire, and other emergency agencies to ensure the safety of students and staff.

Despite this commitment, the evaluation committee is concerned with inadequate provisions for the safety and security of students at the Omak campus. Students and staff expressed concern with the open access to buildings, even those with limited staffing. Specifically, the Distance Learning Building is noted as being poorly lit, often having few students per classroom, and being staffed with a work-study student only when class is in session. It was also noted that, campus wide, weekend classes are not supported by IT, facilities, or security staff.

As required by the Clery Act, crime statistics are available on the college website. WVC also has a Behavioral Intervention Team that meets to discuss students of concern. In the evaluation committee's conversation with students the evaluation committee learned that, outside of athletes, the general student population had little knowledge of Title IX, where to lodge a complaint, or where to get support if they experienced a gender-based incident. The evaluation committee did not find evidence of a campus climate survey, which is a requirement for Title IX and VAWA. The college is currently addressing these issues by increasing awareness and training for students, faculty, and staff to ensure compliance obligations are being met. (2.D.2)

Wenatchee Valley College recruits and admits students with the potential to benefit from its educational offerings. The Outreach and Recruitment Coordinator regularly visits high schools and participates in college fairs. Additionally, the college hosts on-campus events such as bilingual financial aid workshops. All incoming students must complete a new student advising session, which is a two-hour session providing foundational information about being a student at WVC and assisting students with course selection in their first term. New student orientations are also held for GED students. Orientation, coaching, and advising services are readily available and tracked for students in grant-funded programs such as TRiO, MESA, and CAMP during their first year and beyond. However, the general student forum revealed that accessing advising services was more difficult for students who are not enrolled in one of the

grant programs. Some reported feeling that they had been received little advising or were misadvised regarding which courses to take. (2.D.3)

There is a process for program discontinuation that begins with the department where the program is housed and moves up through Curriculum Committee and Instruction Council. The last several programs discontinued did not have any enrolled students, so none were negatively impacted. (2.D.4)

The college website, catalog, and student handbook are the primary sources used to provide information to students and other constituents. Information in these documents is in alignment with the NWCCU standards. The catalog is published online annually. Printed copies are available upon request from the Public Information Office which also manages the college website and social media presence. (2.D.5)

Information on national and/or state legal requirements for licensure and entry into occupational or professional programs is documented in the college catalog. However, gainful employment data was not found. (2.D.6)

The retention of student records is guided by the Washington State Board for Community and Technical Colleges. Established policy for confidentiality and release of student records can be found on the college website. The college registrar is the records retention officer and maintains records according to State of Washington requirements. All new WVC employees receive FERPA training upon hiring. The Executive Director of Human Resources tracks all required training for employees. (2.D.7)

In the 2016-17 school year, WVC awarded $14,811,838 in financial aid to 2380 students. Information regarding the different types of financial assistance available to students is available by visiting the college website or catalog which explains grants, loans, scholarship, and work-study opportunities. Printed materials are also available in Spanish for prospective students. (2.D.8)

Students receiving financial assistance are informed of repayment obligations on multiple occasions. The information is provided to students via the WVC financial aid web page, through entrance counseling, and in the award letter. Students who are awarded financial aid receive a Conditions of Financial Aid letter with their financial aid award letter, which also explains their obligation to become familiar with financial aid policies including satisfactory academic progress. In addition to awarding aid, the financial aid office would like to increase financial literacy among the student population. The financial aid office monitors its student loan program and the loan cohort default rate through an outside agency, Student Connections, which sends weekly reports of students who have fallen behind in their payments. (2.D.9)

The mission statement for advising at WVC outlines a teaching and learning process dedicated to student success. Academic advising engages students in developing a plan to realize their educational, career, and life goals.

WVC academic advising has two phases including Educational Planners who assist students who are new to Wenatchee, and Faculty Advisers who work with returning students. Educational Planners assist students with interpreting test scores, using the WVC portal, selecting first quarter classes, and developing an educational plan. Based on their choice of program, students are then assigned a full-time faculty adviser. According to their contract, full-time, tenured faculty, in addition to their teaching load, are responsible for:

- Assisting students in planning their educational programs and being available on-campus on advising days to meet with students;
- Keeping abreast of transfer requirements at the state's four-year public colleges and universities, and;
- Participating in advising training and workshops. (2.D.10)

Approximately twenty-one clubs are available to students enrolled at Wenatchee Valley College. Many student clubs and sponsored organizations arise from a curricular focus. Examples include the Criminal Justice Club, Radiologic Technology Club, and Student Nurses. Other organizations reflect cultural or personal identities of students including, M.E.C.h.A. Most co-curricular activities are governed through the Wenatchee and Omak student senates. Procedures for chartering a club are in the Student Handbook. (2.D.11)

The college provides support services that enhance and support the teaching-learning process. These services include a residence hall for 75 students, food service, bookstore (contracted through Barnes and Noble), health clinic, recreation center, and copy and printing services. The college has appropriate policies to guide its auxiliary services including policies for commercial activities, food service, and print management. Students at the Omak Campus expressed concern about accessing textbooks. They noted that it is typically a four to a five-day process for books to arrive from the Wenatchee Campus. (2.D.12)

The philosophy of the athletic program included in the Athlete Handbook reads, "The Wenatchee Valley College athletic program is an integral part of the college's comprehensive educational plan." WVC is a member of the Northwest Athletic Conference (NWAC) and is guided by its rules and regulations for eligibility and expectations. The college has seven men and women's athletic teams and employs an Athletic Director who oversees the programs and reports to the Vice President of Student Services. In addition to federal financial aid, student-athletes may be eligible for athletic scholarships and student work-study employment. The responsibility for awarding athletic financial assistance rests with the head coach of each sport. To receive athletic aid and remain eligible for it, the student-athlete must be registered as a full-time student (12 credit hours) and meet the academic standards as set by Wenatchee Valley College. The maximum amount that can be awarded shall not be more than the maximum allowed by the NWAC. The athletic budget is funded through student fees and fundraising events. Congratulations are in order for the women's basketball team who won the 2019 NWAC championship. (2.D.13)

The college uses Respondus, a licensed test proctoring software that requires students to show identification and their environment when taking a remote test. The college uses Zoom as one of its methods to verify the identity of students in distance education. Additional information about distance education can be found in this report in the section addressing standard 2.C.3. (2.D.14)

Report on Standard 2.E—Library and Information Resources

The WVC library holds and provides access to an appropriate level of information resources on both the Wenatchee and Omak campuses for associate degree programs, though funding had not been allocated for information resources for the new baccalaureate programs.

The WVC Library has one unified collection, circulating physical materials between the two campuses. Students, staff, and faculty from both campuses have 24/7 access to all available electronic resources via the library website (i.e. library catalog, academic databases, search tools, reference information, and subject-specific resources). (2.E.1)

Concern: The evaluation committee is concerned that funding has not been allocated for information resources required for the support of new bachelor's degree programs. (2.E.1)

Planning for library and information resources includes input from students, faculty, and staff. This data is gathered through informal drive-by focus groups, library classroom assessment instruments, and reference interview surveys.

Input is also collected through the library advisory committee which meets once per quarter. The Dean of Libraries and Learning Technologies also accrues information by representing the library in deans' meetings, Instruction Council meetings, and in discussions with the distance learning and information technology groups. (2.E.2)

Bibliographic instruction and library orientation sessions for students can be arranged through faculty requests. Customized sessions are also available to small groups of students. Information regarding new products and tools is disseminated through department meetings, and Deans' Day programs. When possible, these opportunities are offered at both campuses and to adjunct faculty.

The Wenatchee campus library employs one reference librarian and three library technicians who provide coverage of the public services area of the library for the 60 plus hours per week that the library is available to patrons. The three technicians are also responsible for carrying out additional duties (technical, Interlibrary Loan, web page oversite, campus committees, etc.) The Omak campus library employs one librarian who is responsible for providing public services to patrons for the 56 hours per week the library is open. With her additional responsibilities (division chair, state-wide committees, and information literacy classes), the library is sometimes left unattended or staffed by work-study students. It was reported to the evaluators that the minimal staffing makes taking sick and vacation days difficult.

The evaluators compliment the library staff for building positive relationships with students and creating a welcoming atmosphere for students to study, research, and access information resources. (2.E.3)

Concern: The shortage of library personnel currently available to properly provide for the informational needs of WVC students at both campuses is a concern to the evaluation committee. (2.E.3)

Systematic evaluation of library and information resources is conducted through the assessment of information obtained from a dashboard of basic services usage, access to usage reports of database usage, reports from the library management system, and the college's research portal.

The security of library and information resources and services include the use of security strips with security gates to prevent the theft of physical materials at the Wenatchee campus. Physical items at the Omak campus are protected from theft through staff observation when staffing is available. Electronic resource access is controlled and restricted to authorized users through the use of WVC staff and student logins. (2.E.4)

Concern: The evaluation committee is concerned that information resources at the Omak campus are not secure when there is no staff present due to other obligations. (2.E.4)

Report on Standard 2.F—Financial Resources

WVC has demonstrated ongoing financial stability with sufficient cash flow and reserves to support its programs and services. Effective fiscal year 2018, the institution established a contingency fund as a part of the budgeting process. Funds remaining in this contingency fund at the end of the fiscal year are transferred to institutional reserves for future use. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management. WVC has a variety of institutional reserve accounts to allow for unbudgeted expenses, as well as a separate Board of Trustees reserve to be used at the Board's discretion. The institution's fiscal resources ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities. Monthly cash flow projections and quarterly financial statements are presented to the Board and debt management oversight exists within the State Board of Community and Technical Colleges (SBCTC) system. (2.F.1)

Wenatchee Valley College receives annual funding from a variety of sources, including student tuition and fees, an allocation from the State of Washington based on FTE, contract payments from area K-12 districts for Running Start students, state and federal grants, and the Wenatchee Valley Foundation. Funding levels for all sources other than tuition are known at the time the annual budget is finalized.

The establishment of a budget officer has been a critical tool in the fiscal management of the institution. The budget office provides information and training on budget process, timeline, and ongoing budget management tools. This office has also streamlined technology and

contingency budgeting, removing them from individual budget areas and centralizing them, allowing the institution to be more strategic with spending. (2.F.2)

The evaluation committee could not find policies on financial planning and budget development. However, guidelines and processes outline participation by a variety of campus constituents. The institutional budget office provides both annual and ongoing training to budget managers and administrative staff. These guidelines link spending to mission fulfillment, establish budget responsibility of department managers, and stress the importance of matching spending to budgets. The budget office distributes planning calendars annually, with deadlines for managers, executive leadership, and the board of trustees.

Funding for Core Theme Councils is set aside specifically for spending needed in each theme area, and at the request of each council. In FY19, all requests for spending were fulfilled, but the institution anticipates this becoming a more competitive process moving forward. (2.F.3)

The institution has demonstrated the use of an appropriate accounting system that ensures timely and accurate financial information and compliance with generally accepted accounting principles through its reliance on an effective system of internal controls. The college has a thorough system of internal controls that is intended to both prevent unauthorized orders and purchases of goods and services as well as to prevent the potential for misappropriation of financial resources.

WVC has centralized accounting and purchasing functions for both campuses. The current financial management system (FMS) was developed for Washington community and technical colleges and is common across all State Board of Community and Technical College institutions. WVC utilizes FMS Query to build reports for directors and to provide a dashboard with on-demand financial information. The institution indicated there will be a transition to a new financial management system within the next 18 months. A project manager has been hired to assist in the seamless transition to the new system.

The newly created budget analyst position also oversees and evaluates internal controls. In addition, the budget analyst established Process Improvement Review and Counseling (PIRC) to look for efficiencies in operations. PIRC works with directors and employees within departments to gather ideas for improvement. The institution has found this to improve efficiency and overall job satisfaction. (2.F.4)

The institution mission and core theme objectives are reflected within the capital budgeting framework. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital expenditures are managed at the system level by SBCTC. Deferred maintenance and new building proposals are submitted by the campus, then reviewed and ranked by SBCTC. Biennial capital improvement submissions are developed through a partnership of SBCTC staff and the Director of Facilities. New construction submissions are developed by a project committee composed primarily of the President's Cabinet, with assistance from professional consultants. The institution's current request is for a new Center for Technical Education & Innovation Center that would replace existing, aging professional/technical program space. The submitted proposal thoroughly projects total cost of ownership, equipment and operation of new space, and ties the request to the institution's mission and core themes. (2.F.5)

WVC defines the financial relationship between auxiliary services and general operations. Each enterprise has separate funds and permanent transfers between funds of over $10,000 must have Board of Trustee approval. Temporary transfers to offset negative balances in operating funds can be approved by the President. The institution's bookstore is operated by a third party (Barnes and Noble) which provides a portion of annual revenues to the institution, as well as reimbursing personnel expenses for two WVC employees working in the bookstore. (2.F.6)

The institution prepares financial statements annually, which are audited by the Washington State Auditor's office. Results from the audit, including findings and management letter recommendations, are reviewed by the President and the Board of Trustees in a timely manner. WVC fully acknowledges historical issues with internal controls and the lack of timely audits and have made a focused effort to improve both. Additional staff in the business office, including an Assistant Director of Fiscal Services and Budget Analyst, are a result of this effort. Fiscal Year 2017 and 2018 produced clean audits due to newly established financial controls.

The evaluation committee would like to compliment the fiscal services office on their focused effort in recent years to improve internal controls and produce robust annual reports, which have resulted in clean financial audits. The office has worked to create efficiencies in processes that improve operations across campus and for WVC's students. (2.F.7)

WVC has a relationship with a fundraising organization, the Wenatchee Valley College Foundation. The WVC Foundation's major purpose is to raise funds to support the mission of WVC and a written MOU clearly outlines this relationship. Effective November of 2017, a separate Athletic Boosters fundraising organization merged with the WVC Foundation and both operation under a single Board of Directors. The Omak campus of Wenatchee Valley College has a separate North Campus Foundation that raises funds specifically for that campus. (2.F.8)

Concern: The evaluation committee is concerned that the agreement between WVC and the North Campus Foundation has not been reviewed or updated since 2001. While the relationship may not have changed substantially, periodic contract review and update is considered best practice. (2.F.8)

Report on Standard 2.G—Physical and Technological Resources Instructional and Support Facilities

On the Wenatchee campus, the institution has created and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

WVC has a five-year plan for classroom projects that includes updating furniture, instructional technology, and addressing safety issues. Faculty and students are asked for feedback on needs and provided sample furniture to test. The plan relies heavily on Title III grant funding which may be insufficient to address the long list of proposed upgrades/updates. The Committee on Learning Environments is part of Core Theme Council structure that looks at classroom needs in the broader picture of core theme fulfillment. In the campus forum, Wenatchee students indicated they felt safe on campus, primarily due to the location of the campus and good lighting at night.

On the Omak campus, the majority of physical facilities are safe, secure and of sufficient quality to ensure healthful learning and working environments. However, the current state of the Heritage House is concerning to the evaluation committee. Open access and limited staff create a personal safety concern that was expressed by students in Omak and observed by the evaluation committee. In addition to student safety, lack of security in Heritage House leaves extensive technological infrastructure vulnerable to theft or vandalism.

Concern: The evaluation committee is concerned that the security and safety of Omak students, property, and resources is compromised due to the shortage of adequate staff to provide Omak Library, Facilities, Security and Information Technology services. (2.G.1)

The institution has a comprehensive safety manual, recently reviewed in January of 2016. In addition, Washington Division of Occupational Safety & Health (DOSH) was invited to campus to conduct an on-site safety assessment in May 2017. Both Wenatchee and Omak were commended for their written safety policies and obvious commitment to workplace safety. Numerous hazards were identified, primarily relating to unguarded machinery and other easily fixable safety issues. (2.G.1)

The institution has adopted, published, reviewed, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials. The college has established procedures for the identification, procurement, use, handling, storage and disposal of hazardous materials. Policies delineate training responsibilities, safety precautions and emergency protocol. Material Safety Data Sheets (MSDS) are maintained and easily accessible in appropriate areas. (2.G.2)

The institution has developed, implemented, and continues to review and update a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans. The current Facilities Master Plan mirrors Institutional Core Themes in its goals and describes a comprehensive plan for growth and improvement of campus facilities.

The Facilities Master Plan embodies a philosophy that the learning environment exists not just in a building or classroom, but throughout the entire campus. The Master Plan establishes a rational and flexible development framework aligning curricular goals with physical planning. The Master Plan has established guidelines that align the college's educational and institutional needs with fundamental goals relating to the environment, community, and campus culture. (2.G.3)

The institution has sufficient equipment in quantity and quality to support institutional functions and fulfillment of the institution's mission. A variety of processes for managing equipment needs are utilized across the institution depending on the equipment needed. The primary mechanisms for purchasing equipment are state Perkins Grants funds and the Wenatchee Valley College Foundation. Conversations with faculty, staff, and students indicated sufficient equipment for current needs. (2.G.4)

The institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered. Fiber optic data lines are available between Wenatchee and Omak campuses and are used in direct, point-to-point instruction and a 100k backup line between campuses can also be utilized if necessary. Aging technology infrastructure is replaced as needed and adequate funding has been provided by the institution for replacements. (2.G.5)

The institution has provided appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. The institution provides technology training based on requests from faculty, students, staff, or administration. Large scale training is provided when new services or technology are implemented. Both web-based services and in-person training are utilized on both the Wenatchee and Omak campuses. While a variety of instructional technology tools are used in classrooms across the two locations, step-by-step instruction sheets are available in every classroom to assist faculty in utilizing potentially unfamiliar equipment. (2.G.6)

Institutional policy states that the Information Technology department has full responsibility for hardware and software choices. However, this policy is vague, followed infrequently and hasn't been updated since 2001. The Information Technology department works with employees via committees on technology needs and planning undertaken to ensure proper adoption levels are achieved with new technology. While WVC has created a multi-year technology plan for improving the distribution, robustness, and scalability of IT infrastructure that enables distance learning, the pace of growth in demand and expectation for service places the plan implementation in a catch-up race that affects student and staff perception of levels of support for distance learning. The Information Technology department indicated to the evaluation committee that they are frequently brought into the discussion of new technology and software too late to be of any real value. The end result is duplication of software services and rushed implementations. (2.G.7)

Concern: The evaluation committee is concerned with the lack of formal processes for the suggestion, review, and implementation of new software and technology. (2.G.7)

Concern: While WVC has created a multi-year technology plan for improving the distribution, robustness and scalability of IT infrastructure that enables distance learning, the pace of growth in demand and expectation for service places the plan implementation in a catch-up race that affects student and staff perception of levels of support for distance learning. (2.G.7; Distance Learning Policy)

A combination of student fees and general fund dollars provide for the technology upgrade and replacement of three-to-five classrooms and/or labs per year. Additionally, a Technology Update Plan was established in 2017 to manage overall employee and student desktop hardware. The plan allows for appropriate updating of employee hardware, generally every three to four years for full time employees. Simultaneous changes in technology budgeting has created centralized funding of end user hardware across campus. (2.G.8)

Section Three

Report on Standard 3.A—Institutional Planning

The evaluation committee found ample evidence that Wenatchee Valley College engages in various layers of planning intended to lead to mission fulfillment. In January 2018, WVC adopted a new strategic plan deigned to serve the college until 2023. This new plan replaces a strategic plan that was in place from January 2013 through December 2017. The new strategic plan consists of six broad goals that are purposefully aligned with the college's four core themes. The strategic plan serves as the focal point for the colleges annual planning cycle, which includes Annual Area Plans submitted by both instructional and non-instructional units. The college also engages in an annual budget planning process with input from budget managers from across the college. While the college has made significant strides recently to align mission, core themes, strategic planning, and resource allocation, the process is still in the formative stages. The evaluation committee encourages WVC to continue to develop a process that is widely and clearly documented. (3.A.1)

The creation of the current strategic plan was a year-long campus wide effort that took place in 2017. The process included both internal and external scans and involved a wide range of administration, faculty, staff, students, and community members. Unlike the previous plan, the new plan provides structure and integration with the mission and core themes that was missing from the previous plan. The plan is also closely linked to a relatively new governance structure that includes a Core Theme Council for each of WVC's four core themes. (3.A.2)

The college's Mission Fulfillment and Core Theme Indicator Report demonstrates the collection and use of appropriately defined data and how those data are analyzed to evaluate mission fulfillment. (3.A.3)

Decisions about resource allocation and application of institutional capacity are intended to be guided by the institution's comprehensive planning process. When making resources requests, the various planning groups on campus are expected to justify and demonstrate alignment with the college's mission, core themes, or strategic plan. However, WVC notes that this direct link between the strategic plan, core themes, and resource allocation is new to the college and has just begun in earnest with the most recent evaluation cycle after the creation of the new strategic plan. WVC's Annual Plans, generated by both instructional and non-instructional departments, are the tool by which resource allocation is intended to be tied to mission and core themes at the unit level. These requests are then designed to be advanced to supervisors and to the President's Cabinet for approval. Scattered evidence of this was found both in some Area Plans, but not in many others. Moreover, college budgeting documents show the beginnings of this process, though it is still in the beginning stages.   (3.A.4)

Concern: The evaluation committee is concerned with the lack of documented connections between data and operational planning. While WVC notes that such a connection is an expectation of the comprehensive planning process, documentation does not suggest that the expectation is universally followed. (3.A.4)

 A review of emergency preparedness and the 2018-2020 Multi-Hazard Plan, along with interviews with the college Safety Committee, provides clear evidence that WVC has given significant attention to planning for emergencies. Members of the Safety Committee report ongoing discussions and trainings ranging from concerns in specific classrooms and labs to campus wide concerns such as active shooter training. Students, faculty, and staff generally report feeling safe on campus though a few concerns were expressed by Omak students that the Safety Committee noted for immediate follow-up. While informal channels exist for students to bring concerns to the committee, no there is no formal student representation. (3.A.5)

<div align="center">**Section Four**</div>

Report on Standard 3.B – Core Theme Planning

Wenatchee Valley College has a common planning process for all four of its core themes. Therefore, core theme planning is addressed in this section of the report for all four core themes. Evaluation of the assessment and improvement standards are dealt with separately for each core theme further below.

Planning for each of the college's four core themes is aligned with the goals of the new strategic plan. Core Theme Councils (CTCs) have been assigned to each core theme and are charged with annual planning. This work is designed to be accomplished using Work Plans developed by the CTCs which are to be implemented in conjunction with President's Cabinet. While the college notes that the Work Plans are to be directly linked to the college's strategic plan, the 2018-2019 plans provided to the evaluation committee only show a clear linkage to the strategic plan in one of the four work plans. While this is understandable given that the strategic plan has been in place for less than one year, the full implementation of the plan is still inconsistent. Moreover, as this use of work plans is only in its first cycle, there is no way for the evaluation committee to assess the effectiveness of this planning process from year-to-year, how results from past goals are used to inform future goals, nor how the planning process affects the strategic plan.

WVC developed the 2018-23 strategic plan in 2017 using information and goals from each of the CTCs. Each CTC was given the opportunity to do a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis to identify gaps and gains within the objectives of each core them. That information was sent to the Strategic Planning Committee for consideration. After the strategic plan was finalized, initiatives came back to the CTCs for implementation over the life of the strategic plan. An internal process was also implemented by the college to fund projects designated by the CTCs. (3.B.1; 3.B.2)

Compliment: The evaluation committee commends Wenatchee Valley College for its work surrounding the creation of the new strategic plan. These efforts were comprehensive, participatory, and focused on creating a plan closely aligned with the college's mission and core themes.
 (3.B.1)

WVC has worked to make data more accessible to the campus community so that it is readily available to planners and decision makers. As is evidenced by the annual Mission Fulfillment and Core Theme Indicator Report, data is clearly used to evaluate accomplishment of core theme objectives. While the college has made significant progress in the past two years in getting data into the hands of the CTCs, how that data is used by the CTCs and by administration to plan for improvement in these areas is less clear. While the data is available, discussions with faculty and staff, along with a review of pertinent documents, does not indicate how consistently or thoroughly the data is used for planning. Core Theme Councils report that objectives established in annual Work Plans are more often set by the specific interests of those on the CTC rather than by evaluation of specific data. (3.B.3)

Report on Standard 4.A – Assessment and 4.B – Improvement

Core Theme: Educational Achievement

The Educational Achievement Core Theme uses five indicators of achievement to evaluate the accomplishment of its core theme objectives. Inside these five indicators are 17 independent

measures. With a few exceptions, assessable and quantifiable indicators have been tracked for the past five years, and all seventeen have been tracked for the past two years. Each measure receives a score of two if the measure is met, a score of one if the measure is almost met, and a score of zero if the measure is not met or close to being met. With a maximum possible score of 34, the college has earned scores of 28, 30, 31, 34, and 34 respectively from 2013-14 through 2017-2018. While the college can take pride in meeting its goals so thoroughly and consistently, the high marks do call into the question the meaningfulness of the indicators. Faculty, staff, and administration, including members of the Educational Achievement Core Theme Council, had difficulty explaining where the targets for each of the indicators came from, how they were established, or how the results are used in a meaningful way. As noted above, WVC has worked in the past few years to increase the types and availability of data in the past few years, but how and where that data is used in not clearly systematic. (4.A.1)

This lack of meaningfulness inhibits the use of the data to systematically evaluate programs and services. Instructional units are expected to develop annual Area Plans outlining areas where programs or services have improved (gains), areas where improvement is needed (gaps), and areas of focus for the upcoming year (goals). As noted in WVC documentation, "The Area Plan is an annual self-assessment that allows programs to reflect on program performance relative to the college mission and strategic plan." WVC is to be complimented for the recent changes in this system asking authors of these Area Plans to closely link their gains, gaps, and goals to the core Themes and encouraging the use of data to make informed decisions about each of these areas. However, a review of Area Plans for 2018-2019 in the Educational Achievement area reveals an uneven implementation of these changes and a lack of consistent use of data aligned with the Educational Achievement key indicators and measures. (4.A.2)

Compliment: WVC is to be complimented for the recent changes in this system asking authors of these Area Plans to closely link their gains, gaps, and goals to the Core Themes and encouraging the use of data to make informed decisions about each of these areas.

WVC considers the Educational Achievement Core Theme to be the area where the assessment of student learning is housed, although the college recognizes that the assessment of student learning is not enumerated as a measurable indicator within the Educational Achievement Core Theme. Rather, the Assessment Committee, which is currently a subcommittee of the Educational Achievement Core Theme Council, is primarily responsible for the process of the evaluation of student learning at WVC.

Despite the existence of a document outlining a planning process, the full implementation of an effective, regular, and comprehensive system of the assessment of course, program, and institutional level student learning outcomes at WVC is missing. While course level student learning outcomes are established in a Mastery Syllabus for each WVC course, the assessment of student learning in relation to those outcomes is left to the individual faculty members in the classroom. While faculty are, in many cases, assessing student work at the course level and are reflecting about student learning, it is not being tracked in any comprehensive manner. When asked to explain how student learning is assessed at the course level faculty and members of

the assessment committee both point to end-of-course grades as the system of assessment. While grades are certainly appropriate for the recognition of student achievement, it is not clear how an end-of-course grade is connected to achievement of specific learning outcomes at the course level.

Recently, the college has begun to engage in the collection of a Faculty Change Survey. In this survey, faculty are asked to reflect on their teaching by noting a recent change that they have made to their teaching in a course, how they knew that the change needed to be made, the impact of that change, and what the faculty member learned from implementing that change. WVC is to be complimented for 100% engagement from full-time faculty in this new process, and this amount of faculty involvement is encouraging. However, the Faculty Change Survey does not offer a clear link to the student learning outcomes enumerated for the course upon which the faulty member is reporting. Rather, a review of Faculty Change Surveys shows that faculty primarily reflected on a general observation that the faculty member had about their course and student work. The use of student assessment data was seldom noted in the Faculty Change Survey responses.

At the program level, WVC is just beginning to attempt to assess learning in a comprehensive manner. In some areas of the college, even a clear definition of a program remains elusive. Although some defined programs have established and published student learning outcomes at the program level, student achievement of those program learning outcomes is not yet assessed in an effective, regular, and comprehensive manner. Programs are expected to assess at least one program learning outcome (PLO) each year via use of Area Plans. These plans are then supposed to be submitted to the Instruction Council Teams site. Again, a review of documentation shows the beginning of a process, but work remains to be done.

At the institutional level WVC has established four institutional Student Learning Outcomes (Problem Solving, Communication, Social Interaction, and Inquiry) each of which has three to four more specific objectives. WVC courses are aligned with at least one of these objectives, with some courses identifying alignment with all fourteen. Faculty are free to assess student learning in their course against any institutional Student Learning Outcome linked to their particular course. While faculty are asked to use rubrics when assessing student competency in relation to these outcomes, the rubric that is used appears to be at the discretion of the faculty. Moreover, there does not appear to have been any institution wide effort to align the use of these rubrics across individual faculty in a coordinated manner.

In summary, while it is clear from interviews with faculty, the Assessment Committee, the Educational Achievement Core Theme Council, and with administration that WVC is working on a number of different fronts to tackle the assessment of student learning, there is not clear evidence of an effective, regular, or comprehensive system at the course, program, or institutional level. Rather, there are a number of loosely defined processes that have recently been developed and are in differing stages of implementation. The current state of the assessment of student learning is not well documented and is not well understood across the campus. (4.A.3)

Concern: The evaluation committee recommends that Wenatchee Valley College document through an effective, regular and comprehensive system of assessment, that students achieve identified learning outcomes at the course, program, and institutional level. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. (4.A.3)

WVC relies on Annual Plans to assess the alignment, correlation, and integration of program and services, resources, capacity and practices, with the core themes. As noted previously, while the revised Annual Plan template requires that gap, gain, and goal assessment be aligned with the college's core themes, this is a fairly recent change. While the Annual Plan process shows promise in assessing areas and their resource requests against the core themes, its actual effectiveness cannot yet be assessed. While faculty, staff, and administration note the positive impact that these recent changes have had in aligning discussion of educational achievement with the Educational Achievement Core Theme, the inconsistency of the Area Plans and the lack of a roll-up to an institutional level makes its true impact unclear. (4.A.4; 4.A.5)

Within the scope of the Educational Achievement Core Theme, WVC regularly reviews its assessment process. In 2014, the college purchased CampusLabs as a tool for collecting assessment data related to student learning. After piloting the use of CampusLabs with volunteer faculty and full implementation the following year, the use of CampusLabs was abandoned due to frustration from both faculty and administration. WVC has since changed its Educational Achievement assessment processes to be less dependent on technology and more user-friendly for faculty. The college also recognizes the need to reevaluate the targets for its Educational Achievement Core Theme measures in order to make the assessment process more understandable and meaningful. (4.A.6)

The Educational Achievement Core Theme is assessed through the use of the annual Mission Fulfillment and Core Theme Indicator report. These results are reviewed by the Cabinet and approved by the Board of Trustees yearly. After approval the scorecard is published and made available to appropriate constituencies. As noted above, most of the existing targets within the Educational Achievement Core Theme have been consistently met for a number of years. The lack of an understanding regarding how those targets were established and what they mean in the current system renders them less meaningful than may be desired. (4.B.1)

Although it is not enumerated as a core theme indicator in Educational Achievement, the Educational Achievement Core Theme Council, and the Assessment Committee housed under it, are responsible for the assessment of student learning. These groups take this responsibility seriously and have put a significant amount of work toward improving the assessment of student learning at WVC. However, WVC still suffer from an uneven understanding of the assessment of student learning at the course, program, and institutional level, as noted previously in the section. This lack of a comprehensive, well understood process makes using assessment results for the improvement of curriculum and instruction at these levels uneven in

most areas, and completely missing in others. While there are certainly targeted examples of success, the consistent, documented use of assessment results to improve student learning is still early in an early evolutionary process at WVC. (4.B.2)

Concern: The evaluation committee recommends that the college uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. (4.B.2)

Core Theme: Support for Learning

The Support for Learning (S4L) core theme contributes to mission fulfillment by providing measures of effectiveness for support areas—areas that do not necessarily provide direct instruction but are critical to student learning. Examples include student development and support services, transaction services, library, and the creation of learning environments (infrastructure support such as facilities and technology).

There are four key indicators in the S4L core theme are student services support; student satisfaction with services; library support; and infrastructure support.

The first key indicator in the Support for Learning (S4L) core theme assesses the retention success of wrap around programs such as CAMP, TRiO, Opportunity Grant and Perkins. Data collection is ongoing, assessable, and meaningful for the approximately 6.7% of the student body involved in those programs. The remainder of the indicators are based on the student satisfaction survey, graduate satisfaction survey, and library services survey, which assess student perception of services.

The student satisfaction survey was given in 2013 and again in 2018. While systemic in the sense that all students had an opportunity to participate, the survey was not given regularly, nor were the results clearly used by the S4L-CTC to plan services. Student perception, while important, may not be meaningful as a single indicator that core theme objectives are being met. In addition, disaggregated data is not available for the student satisfaction survey. Therefore, the S4L-CTC did not have information to understand how particular areas within student support were perceived by students other than the term "student support."

Similarly, the graduate satisfaction survey and the library satisfaction survey are both student perceptions of services received while at the college. The college provided a copy of the graduate survey to the evaluation committee, but no data or analysis. Good information can certainly be gleaned from the results of these surveys. However, without additional data points, they may not provide actionable data for measuring the effectiveness of student support and for improvement.

The S4L-CTC agrees that there is room for improvement in student support services, and they are eagerly embarking on that work. Yet it is unclear how the scorecard data used to assess the

need for said improvement is relevant. Because the college is earning a grade of A on all metrics, the scorecards seems to offer little direction for improvement. Therefore, the results from the indicators may not be yielding actionable results. (4.A.1)

Compliment: The evaluation committee commends Wenatchee Valley College faculty, staff and administration for their accomplishments in making the holistic support of student success a central aspect of the college culture. The college recognizes the importance of supporting all students, including the unique needs of non-traditional, first-generation, and underrepresented students.
Concern: The student perception measures used to evaluate objectives in the S4L-CTC, while assessable, are not sufficiently robust to meet a standard of meaningful. The results from measurements do not inform core theme planning (4.A.1).

The institution evaluates programs and services through Area Plans. The core theme councils do not submit area plans as a council, but rather submit area plans through the departments with which the individual members are associated. (4.A.2)

The institution does have data to evaluate the Support for Learning Core Theme, but it does not always appear to be meaningful. Further, the S4L-CTC does not use the data provided in core theme assessment to evaluate services. Rather, the emphasis has been on the development of the new strategic plan and beginning the work of that plan. Because of the incongruence between the data and the work, no evidence is available to evaluate the alignment, correlation, and integration of the services with respect to core them objectives. This is not to say that no alignment or integration is taking place. The S4L-CTC is working across departments with both faculty and staff to provide support for students. However, the documentation of alignment is lacking and many of the key indicators and measures developed in Year One of the current cycle simply no longer match the work of the council or do not provide actionable results. (4.A.4)

The core theme cycle in the standards (planning-assessment-improvement) provides structure to evaluate the core theme program. However, the S4L-CTC has not regularly evaluated the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment within the core theme. (4.A.5)

The assessment processes for the S4L core them have not been reviewed for authentic assessment of achievements by the S4L-CTC, nor for the ability to yield meaningful results that lead to improvement. The S4L-CTC indicates that they "inherited" the key indicators and benchmarks when the CTC was created, and they have simply moved forward with planning for the future while keeping the spirit of the core theme intact. (4.A.6)

As discussed in 4.A.1 the results of S4L core theme assessments that use student satisfaction surveys lack the "meaningful" component, are not regularly assessed, and disaggregated results are not available to the support areas. The core theme assessments are also not used by the S4L-CTC to inform planning, decision making, or allocation of resources. However, data from

key indicator number one is used to support the grants that these wrap around student support programs. (4.B.1)

Core Theme: Responsiveness to Local Needs

The seven measures of achievement for Core Theme Three, Responsiveness to Local Needs (R2LN), are distributed among three key indicators. Those indicators are resource allocation related to demand and participation; industry relations; and economic development. Five measures of achievement are linked to the first key indicator, while the second and third key indicators have one measure each. This small number of measures applied to the last two indicators limits analysis that the confirmatory triangulation of multiple measures could provide.

Members of the Responsiveness to Local Needs Core Theme Council (R2LN-CTC) confirmed that all measures being currently used predate the current strategic plan and the establishment of the Core Theme Council structure of governance. One of the five measures for the first key indicator is not benchmarked and does not appear to contribute to the assessment of mission fulfillment attributable to this core theme. The sole measure of the second key indicator, which is identified as a key element of the core theme, is not benchmarked due to its volatility and does not appear to contribute to assessment of mission fulfillment. (4.A.1; 4.A.2)

Concern: While WVC has established key indicators and measures of achievement for the Responsiveness to Local Needs core theme, the limited number of measures for two of the core theme's three key indicators and the lack of benchmarking for one of the sole measures make it unclear how meaningful the contribution of these indicators and measures can be to the evaluation of core theme accomplishment. (4.A.1; 4.A.2)

The evaluation committee found evidence, within provided exhibits and college publications, and via direct interviews, to support that the college has designed and conducts its R2LN Core Theme assessment in a manner informed and guided by the criteria for core theme assessment in Standard 4.A. (4.A.4; 4.A.5; 4.A.6)

As previously addressed in the first two core themes, the college has noted the weaknesses of its current assessment metrics and recognizes the need to find a more reliable and meaningful indicators of success. The evaluation committee found evidence, within provided exhibits and college publications, and via direct interviews, to support that the college has designed and conducts its R2LN core theme improvement in a manner informed and guided by the criteria for core theme improvement in Standard 4.B. (4.B.1; 4.B.2)

Compliment: The evaluation committee commends Wenatchee Valley College for its responsiveness across the spectrum of workforce, social, demographic, economic and environmental needs throughout the service region. These efforts have been creatively driven by college outreach to provide existing services in unconventional locations; by agile

responsiveness to community requests; and by solution-oriented responsiveness to external events.

Core Theme: Diversity and Cultural Enrichment

Wenatchee Valley College has showcased a strong commitment to a culturally diverse learning environment and has collected and analyzed data around its core theme of Diversity & Cultural Enrichment (D&CE). (4.A.1)

The Core Theme Council for Diversity and Cultural Enrichment (D&CE-CTC) has an effective system for evaluating its services. During the evaluation visit it became clear that the college may need to broaden its definition of diversity and potentially change some of the key indicators, measures and benchmarks in order to make them more effective and meaningful. (4.A.2)

Diversity issues at Wenatchee Valley College are a significant focus. There is a large Latino population in the WVC service area, but the college struggles to attract qualified faculty and staff that aligns with the student ethnic groups. Human Resources has taken an active approach by including language in job announcements designed to attract more people of color to work for the college.

Data metrics used to assess the D&CE core theme has been measured and decisions have been made based upon the information collected. (4.A.4)

The D&CE-CTC has used both the 2013-17 and 2018-23 Strategic Plan to plan and identify objectives to support diversity. Through the use of the strategic plan process the D&CE-CTC requested and was granted $20,000 to fund additional efforts to support diversity. A diversity requirement has also been launched that requires associate degree students to take five credits of coursework in courses emphasizing diversity. Courses and brochures have been developed in both English and Spanish to move the college toward a more holistic teaching and recruitment approach. (4.A.5)

The D&CE-CTC has reviewed its assessment to make decisions that lead to improvements. The council is encouraged to continue to engage in this analysis on a regular basis in order to make decisions resulting in positive impacts that can be made in a timely manner. Discussions regarding diversity improvements have begun and plans are being made for the start of the next accreditation cycle. (4.A.6)

Over the past five years the benchmarks for the Diversity and Cultural Enrichment have fallen short. Grades of F, D-, D-, D+ and D+ were awarded over that timeframe. These scores have led to college wide training seeking to improve achievement around diversity and cultural awareness. Furthermore, the data has prompted the D&CE-CTC to develop a college wide strategic diversity plan in the 2018-19 academic year. The strategic planning process has led to additional funding to further help meet strategic objectives listed under the Diversity and

Cultural Enrichment goal in the plan. Additional important activities to note include cultural inclusion activities across Wenatchee Valley College and diversity and cultural events for the larger Wenatchee Valley service area. The D&CE-CTC have taken aggressive steps to foster a sense of enrichments and inclusion for all students. As with other core themes, the college should continue work to ensure that indicators are appropriate and meaningful, and can be used for improvement moving forward. (4.B.1; 4.B.2)

Compliment: The evaluation committee commends Wenatchee Valley College for genuine efforts to create a diverse, welcoming and inclusive environment for students, faculty and staff of all backgrounds. These efforts are notable for the breadth and depth of the work and for the pride in success that is evident throughout the Wenatchee Valley College community.

Concern: Moving forward, the college should align key indicators, measures, and benchmarks to ensure that results can be analyzed frequently and used to inform decision making. (4.B.2)

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Section Five

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Report on Standard 5.A—Mission Fulfillment

Wenatchee Valley College engages in regular, systematic, participatory, self-reflective, and evidenced based assessment of its accomplishments. The college has recently aligned its mission, core themes, objectives, and strategic planning process. The college has established the framework for a regular process of assessment that includes participation for across campus via its core theme councils. Accomplishments are measured based upon evidence that is gathered in relation to core themes and core theme indicators. (5.A.1)

Wenatchee Valley College has measured mission fulfillment based upon data collected through these processes and, based upon its published scorecard, has achieved mission fulfillment for each of the past several years. This achievement has been officially determined by the college's Board of Trustees in an open meeting and published appropriately. However, as noted throughout this report, the very high scores that the college achieves annually in most of its reporting areas raises concerns among the evaluation committee about the usefulness of those metrics. (5.A.2)

Report on Standard 5.B—Adaptation and Sustainability

Wenatchee Valley College clearly demonstrates a commitment to continuous evaluation of the adequacy of its resources, capacity, and effectiveness of operations. This is accomplished through a participatory, integrated evaluation of its cycle of planning, practices, resource

allocation. Because this process is fairly new at WVC, the college is encouraged to continue to formalize and to clearly document processes, assessments, and the impacts of those assessments on mission fulfilment. (5.B.1)

Planning and assessment processes at the institutional level are well documented and reported to the broader community. The college is focused on evaluating the adequacy and meaningfulness of its assessment processes. This is clearly evidenced by the college's recent creation of a new strategic plan and its intention to reassess its indicators of achievement at the start of a new seven-year accreditation cycle. (5.B.2)

The institution regularly monitors its internal environment through the data collection processes described throughout this report. The college also monitors its external environment using environmental scans, professional/technical advisory committees, and informal feedback channels. The results of these data gathering processes are used to define the college's future direction and to revise and strengthen its planning and assessment processes moving forward. (5.B.3)

Commendations

Commendation: The evaluation committee commends Wenatchee Valley College faculty, staff and administration for their accomplishments in making the holistic support of student success a central aspect of the college culture. The college recognizes the importance of supporting all students, including the unique needs of non-traditional, first-generation, and underrepresented students.

Commendation: The evaluation committee commends Wenatchee Valley College for genuine efforts to create a diverse, welcoming and inclusive environment for students, faculty and staff of all backgrounds. These efforts are notable for the breadth and depth of the work and for the pride in success that is evident throughout the Wenatchee Valley College community.

Commendation: The evaluation committee commends Wenatchee Valley College for its responsiveness across the spectrum of workforce, social, demographic, economic and environmental needs throughout the service region. These efforts have been creatively driven by college outreach to provide existing services in unconventional locations; by agile responsiveness to community requests; and by solution-oriented responsiveness to external events.

Commendation: The evaluation committee commends Wenatchee Valley College for its work surrounding the creation of the new strategic plan. These efforts were comprehensive, participatory, and focused on creating a plan closely aligned with the college's mission and core themes.

Recommendations

Recommendation #1: The evaluation committee recommends that Wenatchee Valley College assess the Omak campus to ensure that it is safe, secure, and sufficient in both quantity and quality, ensuring healthful learning and working environments that support the institution's mission, programs, and services. The evaluation committee further recommends that the institution make provisions for the security of property at the Omak campus. (2.D.2; 2.G.1)

Recommendation #2: The evaluation committee recommends that Wenatchee Valley College document through an effective, regular and comprehensive system of assessment, that students achieve identified learning outcomes at the course, program, and institutional level. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. (2.C.5; 4.A.3)

Recommendation #3: The evaluation committee recommends that the college use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. (4.B.2)