

SELF-STUDY REPORT

Wenatchee Valley College

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Executive Summary

History

Wenatchee Valley College began as a private junior college in Wenatchee in 1939. Two years later it became part of the state's public education system, affiliated with the Wenatchee K-12 school district. In 1967, with the passage of the state's Community College Act, Wenatchee Valley College was designated to serve Community College District 15, comprised of Chelan, Douglas, and Okanogan counties. This district covers over 10,000 square miles of North Central Washington.

The Wenatchee campus was occupied in 1949 when Mr. and Mrs. A. Z. Wells donated their home and the surrounding land for use as the college campus. Wells House, built in 1909, remains as a historic landmark and an emblem of the college, though it is no longer used for college classes or offices.

With the inclusion of Okanogan County in the college's service district, outreach efforts to that region were expanded. The Okanogan County Education Service office, established in the early 1970s, grew to become the Wenatchee Valley College North Campus. A new outreach center

servicing the Lake Chelan community was established in summer 2000.

Wenatchee Valley College is the only institution of higher education with its home campus in North Central Washington. As a comprehensive community college, it strives to provide residents of its district with access to high-quality education for transfer to a baccalaureate institution, preparation for employment, basic skills development and lifelong learning.

Enrollment

Student headcount and full-time equivalent (FTE) enrollment in credit and basic skills courses for the 1999-2000 academic year is noted in the table below.

Characteristics of Wenatchee Valley College students (fall 1999 data):

- 60% of students attend full-time; 40% attend part-time
- 57% of students are female; 43% are male
- Median age: 25.2 years

1999-2000 Enrollment

	Summer 1999	Fall 1999	Winter 2000	Spring 2000	Annualized 99-00
Headcount	1,400	3,798	4,183	3,874	13,176
FTE	498	2,137	2,144	2,035	2,271

- Race and ethnic background:
 - 22.6% Latino/Hispanic
 - 1.4% Asian/Pacific Islander
 - 0.4% African American
 - 4.5% Native American
 - 70% White
- Purpose for attending:
 - Preparation for transfer: 35%
 - Workforce education: 41%
 - Basic skills improvement: 17%
- Educational background of students new to college:
 - 19% less than high school diploma
 - 7% GED, no college
 - 58% high school diploma, no college
 - 12% some college, no degree
 - 4% associate degree or higher
- Student family status:
 - 13% single with children
 - 25% couple with children
 - 62% without children
- Employment status while enrolled:
 - 24% work full time
 - 33% work part time
 - 22% seeking employment

4. The college has a full-time president who serves as the institution’s chief executive officer.
5. The Mission and Goals of Wenatchee Valley College, adopted by the Board of Trustees on July 14, 1999, demonstrate that the purposes of the institution are appropriate to higher education.
6. The college uses its resources to serve students through supporting its mission and educational objectives.
7. The college’s institutional policies are developed through a participatory process.
8. The college’s principal educational programs lead to formal degrees: the Associate of Arts and Sciences, Associate of Science, Associate of Technical Sciences or Associate of General Studies.
9. Degree programs require at least two academic years (90 credits) for completion.
10. Degree programs designed for students planning to transfer require completion of a core of general educational requirements. Technical/professional degree and certificate programs of one year or more in length require a core of related instruction.
11. Educational objectives and requirements are defined for each program.
12. The majority of courses offered require an appropriate foundation of learning skills. College-level courses require prerequisite skills and course work and incorporate independent work, analysis and study of the conceptual foundations of subject matter.
13. The college supports academic freedom through defined policies.
14. The college has a full-time core faculty with appropriate education and training.
15. The college encourages faculty-student interaction through the establishment of regular faculty office hours and college-sponsored activities including events, performances and student organizations.
16. The college maintains a core library and



Eligibility Requirements

Wenatchee Valley College continues to meet each of the 25 eligibility requirements of the Commission on Colleges.

1. The college has formal authority from the state of Washington to grant degrees, as authorized in the Revised Code of Washington, chapter 28B, section 50.150.
2. The Board of Trustees is the governing board for Wenatchee Valley College. Its five members are appointed by the Governor and have no contractual, employment or personal financial interest in the institution.
3. The college, through its policies and procedures, maintains an atmosphere in which intellectual freedom and independence exist.

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learning resources appropriate to its mission, and augments its collections with access to electronic resources.

17. The college follows humane and nondiscriminatory policies in dealing with the students, staff and faculty.
18. Consistent with its mission as a comprehensive community college, Wenatchee Valley College adheres to an open admissions policy.
19. The college catalog is current and accurate. Publications addressing the college Mission and Goals, admissions requirements and procedures, student conduct, academic regulations, degree requirements, programs and courses, tuition and fees, and refund policies are available to students and the public.
20. The college can document a stable funding base and can carry out its stated mission and goals within a balanced budget and a safe level of debt.
21. The college is audited regularly by the State Auditor's Office.
22. The college has offered educational programs since 1939 and has maintained its accreditation with the Commission on Colleges.
23. The college accepts the policies and standards of the Commission on Colleges and the Northwest Association of Schools and Colleges and agrees to comply with these standards and policies.
24. The college discloses to the Commission all required information.
25. The college understands and agrees that the Commission may make known information about its accreditation status.



Responses to Recommendations from the 1990 and 1995 Reviews

The 1990 full-scale evaluation asked for a written progress report on the college's faculty evaluation system and noted three additional

general recommendations. The 1995 report indicated that all of these issues have been addressed.

- Faculty evaluations were conducted every five years at the time of the 1990 evaluation. Changes were instituted in 1992 with the renegotiation of the faculty contract to revise the evaluation system. Among the changes:
 - Post-tenure review is conducted every three years (rather than every five years).
 - All faculty evaluations, both pre- and post-tenure, consider input from students, peers, administrators and the faculty member being evaluated.

The college's 1992 report on these changes was accepted by the Commission on Colleges. Since that time the college has continued with the three-year cycle of post-tenure evaluations. A group of faculty members is evaluated each quarter, with two faculty peers and one administrator serving on each review committee. Reports from faculty members and administrators indicate that most faculty members being evaluated view the process as a chance for renewal. Reviewees have the opportunity to suggest the faculty peer members of the committee and therefore are able to strengthen their teaching skills through the assistance of colleagues whose skills they appreciate and admire.

- The uneven quality of faculty advising was a concern at the time of the 1990 review. By 1995, the college had addressed these concerns by:
 - conducting student surveys in 1991 and 1994 that provided more data on the specifics of students' concerns;
 - improving advisor training by increasing the frequency of advisor training workshops and regularly updating the advisor's manual;
 - expanding the availability of advising by offering evening hours and training additional administrative staff; and
 - reviewing and improving the course scheduling process.

- Since 1995, additional steps have been taken to ensure that these improvements are lasting.
 - Student satisfaction surveys were conducted in 1999 and 2000; these results indicate that students rate WVC's advising services comparably to national norms.
 - A cadre of exempt staff members has been trained as educational planners. They work primarily with transfer students to provide general advising before the admissions process or to students new to college or undecided on a specific major.
 - An early advising and registration program was implemented in 1997. This program increases access to registration and advising during the late spring and summer months for students registering for fall quarter.
 - Annual course schedules are available for the coming two years, allowing students and their advisors to plan educational programs further in advance.
- The 1990 review recommended that communication between full-time and part-time instructors should be enhanced to better articulate instruction. The college has addressed this concern through the following actions:
 - Including full-time faculty in the selection of part-time faculty.
 - More regular evaluation of part-time faculty by students and area administrators.
 - Sharing course syllabi with part-time faculty and involving them in departmental meetings.
 - Designating as adjunct faculty those part-time faculty members who teach regularly and are given an annual assignment at the beginning of the year.

A Part-Time Faculty Task Force was convened in 1999 to discuss concerns of part-time instructors. This group made several recommen-

dations that it believed would increase part-time faculty members' satisfaction, effectiveness and feelings of inclusion. Among the suggestions were computer and e-mail access, secure lockers for storage of personal gear and teaching materials, shared office space, recognition and appreciation programs, and better communication. For fall 2000, the first three suggestions have been accomplished. The task force will be reconvened to continue its work on the development of a meaningful recognition program and additional recommendations for continued improvement of part-time work conditions.

- The third General Recommendation in the 1990 report directed the college to expand its efforts in assessing student outcomes and evaluating educational programs. By 1995, the college had addressed this recommendation by:
 - conducting student surveys to provide more data on student satisfaction and post-college outcomes;
 - conducting a program review for liberal arts in 1992-93;
 - expanding support and resources for faculty assessment activities; and
 - requesting input from advisory committees in planning for facilities upgrades and additions.
- The 1995 Regular Interim Report stated, "WVC is much better informed about student outcomes in 1995 than in 1990." Since 1995, the college has taken additional steps to expand its research and assessment activities and provide more outcomes data for planning and decision-making.
 - A Continuous Program Improvement process was conducted in 1996-97 to review technical/professional programs.
 - The college and the Job Service Employer Committee jointly designed a survey of area employers in 1997 to identify current training needs. This information was used as the foundation for the revision of several programs and the addition of new

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- technical/professional courses focusing on workplace skills.
- o An administrative position was revised in 1998 to assign specific responsibility for institutional research. Staffing was expanded in summer 2000 to add a research analyst to the office of Institutional Effectiveness.
 - o The State Board for Community and Technical Colleges (SBCTC) has expanded its databases on student outcomes and made them accessible to colleges in more flexible ways. The availability of this information has enhanced the college's capability to determine the impact of program completion on employment and wages. State data sources are being supplemented by college surveys of students and employers; these surveys are currently under revision to provide a common set of data for all technical/professional programs as well as program-specific information.
 - o The role of advisory committees has been clarified and additional training provided to committee members to ensure that they are active participants in program planning and evaluation.
 - o The college engaged in a comprehensive strategic planning process in 1996-97. The resulting Strategic Plan has been the foundation for a revision of the Mission and Goals in 1999 and a new resource allocation planning process in 2000.
 - o State assessment funds have been used to provide professional development opportunities for faculty members. The Assessment Committee has been very active in promoting awareness of assessment issues among the faculty. A faculty assessment leader position has been created and filled for fall 2000 to serve as a resource and a liaison with institutionwide efforts.

These actions have moved the college considerably in the direction of integrating academic,

budget and institutional planning. The college does not consider this process complete, however, but an ongoing effort to improve programs and services and identify and meet changing student needs.



Context of the Self-Study

This self-study report has been a collaborative effort involving all areas of the college. Participation of faculty members, staff members and administrators has been consistent, willingly given and, at times, enthusiastic. A 10-member Accreditation Steering Team has held weekly meetings almost continuously for 18 months. The process of responding to the standards of the Commission on Colleges has brought all of the practices of the college, formal and informal, to the surface. In many cases, the outstanding aspects of the college have been highlighted. In other instances, the process has helped the college to learn more about itself in the process of answering challenging questions honestly. In some cases, the process has identified areas needing improvement; in these cases, the Steering Team has systematically brought these issues to the attention of the college (or appropriate body within the college) to ensure that action is taken.

The institutional context forming the backdrop for this self-study is one of change and some uncertainty. In August 2000, the college's president of six years, Dr. Woody Ahn, left the college, and Mr. Robert Parlette, an attorney and former Wenatchee Valley College Trustee, was appointed as Interim President. The Board of Trustees has announced its intention to conduct a national search to select a permanent appointee to the presidency. These leadership changes come at a time when the college, based on the findings of this self-study, needs to re-commit itself to integrating assessment activities throughout the college and to communicate goals and outcomes broadly and openly.

This report is an honest, thorough examination of Wenatchee Valley College in light of the standards and policies of the Commission on

Colleges. Every effort has been made to provide analysis, as well as description, and to support contentions with data. The administrators, faculty members and staff members involved in its preparation present it with great pride and hope in the belief that it will play a significant role in shaping the future of the college.



Institutional Analysis and Appraisal

The analysis and appraisal presented in this summary are based on the extensive work of the institutional self-study process. While each chapter of this self-study report contains strengths, challenges and recommendations relevant to the standard being addressed, the analysis presented here is not tied to any particular standard. Instead, it reflects the common issues pertaining to Wenatchee Valley College as a whole that arose from the analysis and appraisal for each standard. These recommendations represent what has been learned from the self-study process and a statement of the direction the college intends to take as it selects new leadership.

Strengths

- The college has an outstanding faculty committed to student learning.
- Employees in all areas are dedicated to the college and committed to helping it accomplish its mission.
- Students gain valuable knowledge and skills by attending Wenatchee Valley College. For example, students who earn technical/professional degrees earn salaries that are 50 percent higher on average than their wages prior to attending WVC. Transfer students' academic performance is consistently equal to or higher than native students at four-year state universities.
- The college is committed to serving its vast district and providing opportunities for access to higher education to the residents of North Central Washington. It employs a wide range of outreach strategies,

including course delivery via interactive video and the Internet, and holding classes in outreach centers and other locations.

- Significant changes have been made in the college's planning, assessment and budget planning processes to more closely link decision-making to the college's Mission and Goals.

Challenges

- The large area of the college's district and the wide distribution of residents make it difficult for many residents to participate in college programs and services. While the college is exploring many strategies to improve access, not all programs and services may be available in all locations.
- Recent tensions in the top governance levels of the college have created some uncertainty about the direction of the college among employees and in the public at large.
- A long history of informality in college governance has contributed to a lack of understanding within the college of the overall direction of the institution. The rationale for decisions and the processes used for decision-making have not been consistent or well-communicated.
- While the college's efforts related to assessment have been extensive, they are not yet imbued in all levels of the college. More work is needed to ensure that the college incorporates assessment results into planning, particularly at the institutional level.

Recommendations

- The college needs to define more clearly the overall vision for the institution. This will be an important aspect of the search for new leadership. This vision should provide the foundation for defining measurable institutional objectives. The vision should also encompass goals for providing access to programs and services throughout the district.
- More attention needs to be devoted to planning processes that translate the

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college's institutional goals and assessment results into specific priorities for action. This task will be more easily accomplished with a common vision uniting all areas of the college.

- The college should continue to formally incorporate elements of planning and assessment into job descriptions and work assignments at all levels. This work is well underway, but should be an ongoing

process to ensure that institutional effectiveness is fully integrated into the college's operations.

- The college should continue to revise its policies, procedures, structures and processes to improve the clarity of institutional governance. As these elements become regularized and are consistently employed, confusion about communication and governance will be ameliorated.

Self-Study Leadership

Steering Team

Dr. Susan Murray—Co-Chair
Dr. Anne Temte—Co-Chair
Dr. Bob Gillespie
R. C. Hoover
Bill Martin
John Michaelson
Judy Shaw
Kristina Stepper
Paul Stowell
Dr. Phil Venditti

Director—Institutional Effectiveness
Executive Dean of Instruction
Faculty—Tree Fruit Production
Faculty—English-Humanities, North Campus
Dean—Administrative Services
Dean—Student Services
Secretary Senior—Grants and Research
Fiscal Resources Specialist
Faculty—Philosophy/Sociology
Director—Liberal Arts and Sciences

Full Accreditation Committee

John Barrett
Garrett Berdan
Kelly Cariker
Jim Du Bruille
Sharon Eagle

Kathy Erickson

Rob Fitch
Jack Johnson
Doug Joyner
Carole Keane
Kim Lohse
Tim Marker
Kathi Rivers Shannon
Kathy Smith
Dr. Jeff Startzel
Bonny Stephens
Joyce Stewart
Vicki Turner

(Plus all members of the Steering Team)

Manager—Central Services
ASWVC President, Wenatchee 1998-1999
ASWVC President, North campus 1999-2000
Faculty—Orchard Business Management
Faculty/Program Director—Health Care
Assistant
Director—Human Resources and Affirmative
Action
Faculty—Biology
Faculty—English
ASWVC President, Wenatchee 1999-2000
Dean—Student Programs
Library Assistant
Assistant Director—Human Resources
Director—Public Information
Director/Instructor—Transition and Retention
Wellness Counselor
Plant Communications Coordinator
Member, Board of Trustees 1998-1999
Worker Retraining Coordinator, North Campus

Wenatchee Valley College

Mission and Goals

Mission

Wenatchee Valley College, the public comprehensive community college in North Central Washington, serves the educational and cultural needs of its communities and the residents throughout its service area. The college provides high quality transfer, liberal arts, technical/professional, basic skills and continuing education to students of diverse ethnic and economic backgrounds. We seek opportunities to work with the district's communities to meet their changing needs.

Goals

Preamble:

These goals should be considered as a set of dynamic extensions of the Mission of Wenatchee Valley College, and the institution will address itself to these during the coming biennium. Consequently, they are subject to change or modification based on resources and may be modified by the Board of Trustees as self-assessment determines the need for change.

The goals of Wenatchee Valley College are to...

- 1. Provide transfer programs to ensure timely and successful articulation to receiving institutions**

- 2. Provide technical/professional training that prepares students for evolving job markets**
- 3. Provide education and career development for those seeking basic skills**
- 4. Provide continuing lifelong learning and enrichment opportunities**

The four goals listed above encompass all aspects of the college's instructional mission and function together to provide comprehensive educational opportunities to meet the needs of the communities of North Central Washington. Not only are they key to the mission of the Washington community college system, they also direct us to meet the performance goals established by the legislature.

- 5. Serve as a primary cultural and intellectual center of North Central Washington**

This is a quality-of-life issue. Areas for which the college should be the center, which enrich the lives of citizens, include fine arts, concerts, theatrical performances, lecture series, community celebrations, athletic events, political and public forums, career fairs, cultural celebrations, professional teleconferences and more. We recognize the tremendous range of professional knowledge our faculty and staff possess, and intend to provide opportunities for them to share their expertise in order to further the education of individuals throughout the district.

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6. Provide quality student services essential to the personal and academic success of students

It is vital that student services provide access to a wide variety of both cultural and academic enrichment opportunities to enhance student retention and student success. Some of the essential services include financial aid, counseling, educational and career planning, clubs, athletic opportunities, and support to academic programs.

7. Provide opportunities to the people of North Central Washington to understand, appreciate and value diversity of people, cultures and ideas

Embracing diverse people and viewpoints is a central tenet of American democracy and our system of public education. The diverse economic, cultural and ethnic composition of our district impels us to focus on this goal.

8. Govern and manage the college district with vision and energy in an efficient and effective manner

Good stewardship of public money and public trust, as well as the accreditation process, mandate that we frequently reexamine organizational structures, business and budget processes, policies and procedures, efficiency, and effectiveness. Frequent review enhances administrative teamwork and ensures that decisions are based on data.

9. Provide for and maintain facilities with appropriate equipment, materials and administrative support services

This goal has tremendous breadth, encompassing all personnel and services that support the academic and student service efforts of the college. Effectively maintaining and implementing current technology aids in accomplishing the mission. Administrative resources, public information and efforts of the college's Foundations in both short- and long-term planning are also critical to the success of the college.

10. Do what is necessary to secure appropriate resources to successfully meet our mission

New resources will be needed to ensure that the college can keep pace with changing community and student needs. These will include information, technology, human and physical resources, and the financial resources to support their acquisition and ongoing operations. The college will rely on its mission and goals to guide the pursuit of external fiscal resources. Cooperative partnerships will be sought to maximize the use of available assets.

11. Invest in the professional development of faculty and staff essential to the vitality of the educational community

Opportunities to acquire new information, refine skills and exchange ideas with colleagues are the lifeblood of professional growth and development. Participation in professional activities is an important part of the work of all staff, both teaching and nonteaching, and enhances the college's ability to provide a top-quality education to its students.

12. Improve institutional effectiveness by regularly planning, assessing and revising the district's programs and services

We are in a time of phenomenal change in both the demand for education and educational delivery methods. This ever-changing environment requires that we frequently review and assess our goals. We can respond to the needs of our communities only by regularly adjusting the content and delivery modes of our programs. It is only through this regular and deliberate planning that we can respond effectively to change and avoid a mode of perpetual crisis management.

*Adopted by the Board of Trustees,
Wenatchee Valley College, July 14, 1999*

Standard One: Institutional Mission and Goals, Planning and Effectiveness

Overview

Current efforts at Wenatchee Valley College are grounded in a 1999 revision of the institutional Mission and Goals, and a Strategic Plan completed in 1997. Significant work has taken place in recent years to establish formal assessment systems and to redefine the resource allocation process to more closely link it to institutional planning and effectiveness. Though this effort is still in progress, the college has defined a vision for assessment and planning, and is working diligently to fulfill it. This report is an accurate reflection of the current status of this work and represents the college's commitment to fully imbue these activities within the ongoing work of the college.

Purpose

The current Mission and Goals were adopted by the Board of Trustees in regular session on July 14, 1999. (1.A.1) The full document includes the college mission statement; a preamble indicating the dynamic nature of institutional goals; a set of 12 institutional goal statements; and explanatory text describing the intent of each goal. The mission statement appears on pages viii and ix, following the executive summary.

Planning and effectiveness activities are the vehicles through which the college assesses its progress in accomplishing its Mission and Goals. These activities involve all 12 institutional goals and all departments of the college, both instruc-

tional and administrative. In addition to internal institutional assessment, the college must also respond to external accountability demands, particularly in its role as a public institution. This work most directly addresses Goals 8 and 12.

Description

Mission and Goals

Development of Current Mission and Goals

The current Mission and Goals are rooted in a collegewide strategic planning process that was initiated in 1996. (This process is described in more detail below under *Planning and Effectiveness*.) In April 1999, the Strategic Planning Committee was convened to review the college's Mission and Goals. The Mission and Goals had previously been updated and formally adopted in 1995; the statement was traditional in nature, reflecting the college's desire to serve a wide range of needs. In evaluating the 1995 mission statement, the Strategic Planning Committee felt that while it still represented the general direction of the college, the mission of Wenatchee Valley College could now be articulated more specifically. In addition, the six goals that had been adopted with the mission in 1995 now seemed less consistent with the direction of the college, as it was not well understood how these goals should define priorities for action. The strategic directions contained in the 1997 Strategic Plan were more frequently serving this function. (See Exhibit 1.1, Strategic Planning and related documents.) The generality of the Mission and Goals presented challenges in developing effective

means of assessing progress, as the statements did not define measurable criteria for evaluation.

To examine the context in which the college Mission and Goals should function, the Strategic Planning Committee gathered information from the college community. A survey was developed in June 1999 and distributed to all WVC faculty and staff members and to community representatives, including advisory committee members. The survey questions and a summary of results are presented in Exhibit 1.1. (1.A.1)

The committee considered written responses to the survey, informal feedback and discussions, the 1997 Strategic Plan, and the level of its adoption throughout the college. Based on these sources, a new mission statement was drafted and distributed to the college community for feedback. The Strategic Planning Committee incorporated the feedback into a revised mission statement and drafted a set of 10 institutional goals. Goals 5 and 7 were developed to address issues highlighted by the survey results. These goals were also publicized for comments. The Strategic Planning Committee, the Accreditation Steering Team and the Board of Trustees then held a joint work session in July 1999 to review the work to date and to define the wording that would be forwarded to the Board for formal adoption. Two new goal statements (Goals 10 and 11) were added as the result of this discussion. The 12 goals that were derived are very closely connected to the 12 strategic directions defined in the college's 1997 Strategic Plan. During the revision process, it became apparent that these strategic directions were already functioning as institutional goals widely embraced throughout the college in providing guidance for growth and structure for assessing progress.

The revised Mission and Goals were formally adopted by the Board of Trustees on July 14, 1999. (1.A.1) They were published in the staff newsletter (the *Open Line*, July 23, 1999) and on the collegewide e-mail system. Printed copies were distributed to all staff and faculty members at the annual all-staff day on September 16, 1999, and continue to be included in the orientation materials given to new hires through Human Resources. The Mission and Goals are printed in

the *Discover*, the course schedule booklet that is mailed each quarter to all residential addresses within District 15, and in the biennial college catalog. In addition, they have been published in *Your Community College Outlook*, a WVC publication that is mailed to nearly 4,000 residents of the college district, plus current WVC students, twice each year. Press releases were distributed to all media contacts within the college district. The Mission and Goals are also available on the college's public Web site (<http://wvc.ctc.edu>). (1.A.2)

Documentation of Progress

The adoption of a new mission statement and institutional goals has brought renewed focus on the assessment of outcomes. Historically, assessment activities have been uneven throughout the college. Some areas have been notable in their attention to assessment: the faculty have done considerable work on assessment of student learning, and the administrative services area has long made planning and evaluation part of its ongoing operations. While these efforts were complete within individual areas of the college, there were no mechanisms to link them into a larger institutional picture until recently. The development of institutional reporting on outcomes began with a June 1998 report to the Board of Trustees on progress since the adoption of the 1997 Strategic Plan. Since that time, the college has taken additional steps, articulated below, to ensure that progress toward institutional goals is documented consistently throughout the college and that both plans and results are intentionally connected across functionally related departments. (1.A.3)

To ensure that all 12 college goals are addressed, the President's Cabinet has designated a specific department or committee to follow up on each goal. In some cases, a new committee or task force was formed. Responsibility for documenting progress toward the goals was assigned as follows:

- 1 through 4 Instruction
- 5 and 7 Goals 5 and 7 Task Force
- 6 Student Support Services
- 8 Institutional Effectiveness,

- Planning and Assessment (IEPA) Task Force
- 9..... Administrative Services
- 10..... President’s Cabinet
- 11..... Human Resources, Faculty Professional Development Committee, Classified Staff Training Committee
- 12..... IEPA Task Force

(See Exhibit 1.2 for membership lists of these groups.)

Progress toward goal attainment is being documented in several ways. Departmental units (Instruction, Administrative Services, etc.) include information from their ongoing operations in the monthly reports distributed to the Board of Trustees and to the college. At the start of the fall quarter, the committees and task force present reports summarizing their work and make recommendations for the coming year to the President’s Cabinet. The Cabinet discusses these reports and makes recommendations to the President. These reports are available in Exhibit 1.3.

Wenatchee Valley College intends to review its Strategic Plan, which includes the Mission and Goals, vision and core values, at least every five years. If significant changes in circumstances dictate corresponding changes in any of the Strategic Plan elements, the remainder of the plan will be reviewed as soon as is practical and updated if necessary. The 1999 Mission and Goals update aligned the goals with the framework provided by the Strategic Plan and facilitated more direct assessment of progress toward goals, but it did not significantly alter the course of the college. Given this consistency, and the need to devote attention to other aspects of the self-study process, a full review was not conducted in 1999 but is planned for the 2000-2001 year.

The Strategic Planning Committee is the body responsible for conducting the review process. The President’s Cabinet will discuss the committee’s recommendations for revisions to the Strategic Plan, with the Cabinet forwarding recommendations to the Board of Trustees. An outline of the Strategic Plan review process is

presented in Exhibit 1.4.

The college’s goals are derived directly from the institutional mission and are guided by both the statutory mission of Washington community colleges and the particular characteristics and needs of the college’s service district. These institutional goals are consistent with the human, physical and financial resources available to the college. Inherent in the goals is a commitment from the college to continue to strive to improve, and at the same time to adjust to meet the changing needs of the district. The college must continue to move forward and at the same time must remain flexible enough to respond to evolving conditions. (1.A.4)

This flexible approach is indicative of the college’s commitment to public service. (1.A.6) The mission statement explicitly directs the college to “seek opportunities to work with the district’s communities to meet their changing needs.” As the only institution of higher education with its home campus in North Central Washington and with a specific charge to serve this region, Wenatchee Valley College is very conscious of its responsibility to its service district. Alone and through partnerships, the college offers a broad variety of programs and activities to the public. Examples of recent events are presented in Table 1.1.

The Mission and Goals give direction to the work of the college. (1.A.5) Educational activities are guided explicitly by the mission statement and Goals 1 through 4 in particular. The core components of the college’s educational programs are direct results of the mission:

- Preparing for transfer to a four-year institution
- Developing technical/professional skills in preparation for work
- Improving basic educational skills
- Providing opportunities for lifelong learning.

Table 1.1—Recent Events Sponsored by Wenatchee Valley College

<p>Lectures</p> <ul style="list-style-type: none"> • Distinguished Lecture Series, sponsored by WVC, NCW Museum, ESD and others, in partnership with Central Washington University • Auvil Lecture • Dr. William Glasser visited WVC in March 1999, sponsored by a FIPSE Drug and Violence Prevention grant to WVC and the faculty Professional Development Committee. His visit included sessions with students, faculty and staff on both campuses and a community presentation. • George F. Miller Memorial Lecture in Agriculture: <i>Genetic Engineering and Food</i>
<p>Performances</p> <ul style="list-style-type: none"> • Theater productions (1997, 1998) • Music performances (choir, jazz band)—WVC Jazz Combo, WVC Chamber Choir, Collegiate Singers • ASWVC-sponsored entertainment
<p>Athletics</p> <ul style="list-style-type: none"> • Intercollegiate sports (basketball, baseball/softball, soccer) • Recreational facilities • Home field for the AppleSox
<p>Fine Arts</p> <ul style="list-style-type: none"> • WVC hosts Gallery '76 and provides exhibition space in Friendship Hall on the North campus • President's Arts Night; Poetry Slam • Poetry reading, spring 2000 • Arts & Humanities Film Series
<p>Business and Economic Development</p> <ul style="list-style-type: none"> • Annual Career Fair • Worker retraining, workforce development programs, customized training
<p>Cultural Events</p> <ul style="list-style-type: none"> • Cinco de Mayo celebration • Gathering of the Tribes, in partnership with the North Central Washington Museum • ASWVC-sponsored speakers
<p>Outreach to K-12 Students</p> <ul style="list-style-type: none"> • Tech Prep partnerships with 10 high schools and the Skills Center • Shared programs in Manufacturing Technology and Automotive Technology with the NCW Skills Center • Impact Institute summer pre-college program for students of color • Migrant Career Fair • Annual leadership conference for Hispanic middle school students

The college's mission and its statutory responsibility as a comprehensive community college define its open-door admission policy. Faculty selection processes were revised after the adoption of the 1997 Strategic Plan to more explicitly seek candidates who understand and support the college's mission as a comprehensive community college. The mission statement is included on position announcements and other hiring materials.

(See Exhibit 1.5 for samples.). Resource allocation procedures have been revised to ensure that funding follows the Mission and Goals. Budget requests are justified by documentation of need and by the relation of intended outcomes to institutional goals (see Standard 7 for details). Planning processes, described more fully under Standard 1.B., are based on the understanding that the Mission and Goals should guide the college in its decision-making.

A climate survey administered to the faculty and staff in September 1999 indicates that the relation of Mission and Goals to planning and decision-making processes may not be well understood throughout the college. Employees in all three categories (faculty, classified staff and administrative/exempt) expressed dissatisfaction with the extent to which institutional actions reflect the mission of the college. Some of this dissatisfaction may arise from inadequate communications, as the survey results also indicated concerns about access to information and the college's communication practices.

The college has responded to these concerns with several changes. Most importantly, the college is working to standardize processes and procedures through a comprehensive revision of its Policies and Procedures Manual. The college is in a time of transition, with more formal processes replacing informal practices; these changes are explicating the relation of Mission and Goals to decision-making and improving awareness of how these principles are translated to institutional action.

Since its last full accreditation review, the college has not contemplated any changes that meet the criteria for *Substantive Change*, with one exception – the college's decision to participate, along with 33 other Washington Community and Technical Colleges, in the Washington Online distance education degree program. This substantive change proposal has been prepared and forwarded to the Commission on Colleges; it can be found in Exhibit 1.10. (1.A.7)

Planning and Effectiveness

Background

In 1996, a consultant with many years of community college experience (Dr. James Ford, President Emeritus of Skagit Valley College) was engaged to advise the college in the development of its first Strategic Plan. A Strategic Planning Committee comprised of 14 WVC staff members (faculty, administrators and classified staff), two students and two community representatives worked with the consultant over a period of six months to develop a Strategic Plan. (See Exhibit

1.1 for committee membership, reports and related materials.) This comprehensive planning process included:

- reviews of the external and internal environments that the college operates within;
- identification of the core values of the college;
- analysis of strengths, weaknesses, opportunities and threats (*SWOT analysis*);
- articulation of a vision for the college;
- establishment of a set of strategic directions to guide the college's work; and
- statement of a plan.

This plan was grounded in the statutory mission of Washington community colleges to provide academic transfer, technical/professional, basic skills and continuing education programs and support services. The plan was intended to provide direction and guidance to the forward movement of the college. It was published in June 1997; copies were distributed to all faculty and staff members, and the plan was disseminated through several college publications.

A summary of actions implemented in support of the Strategic Plan was prepared in June 1998 for the Board of Trustees. This report was the first significant step toward *closing the loop* by assessing the outcomes accomplished as a result of defining plans and goals. A shortcoming of the 1997 Strategic Plan was that it did not specifically define the processes for evaluation of progress. In addition, though the intent was that the plan would eventually become linked directly to the budget, changes in the budget development process took additional time and effort to accomplish. The bulk of the budget, except for new monies, was determined by the previous year's budget.

New Evaluation and Planning Processes

Significant changes in evaluation, planning and budgeting processes were implemented during the 1999-2000 academic year. In fall 1999, the college adopted the *5-column model*, a framework for outcomes assessment developed by Dr. James

Nichols. A team of faculty members and administrators attended a workshop given by Dr. Nichols in spring 1999 and shared the information through several small-group work sessions at WVC during that summer. Much time and effort was invested by the faculty and staff during the professional days prior to the start of fall-quarter 1999. The result of this investment is a shared understanding of the *5-column model* approach and the role these assessment plans play in demonstrating the progress of the college in accomplishing its goals.

One of the key benefits of this approach is its applicability to all areas of the college. Each area annually produces a *5-column model* document: a chart that summarizes the outcomes the department intends to measure, identifies the institutional goals that these outcomes support, specifies how results are to be measured and defines criteria for success. Each instructional discipline, program and degree has an assessment plan, which focuses on student learning outcomes; each administrative unit and subunit has defined outcomes that are based on services provided to the college. Table 1.2 presents the general format for the *5-column model*. (See Exhibit 1.6 for administrative areas' *5-column* plans; plans from educational programs are in program notebooks with the Standard Two exhibits.) The college Assessment Committee reviews instructional plans. An Institutional Effectiveness, Planning and Assessment (IEPA) Task Force was formed in fall 1999 to review administrative plans and coordinate institutionwide assessment. The Institutional Effectiveness office maintains copies of all the *5-column model* documents and provides support for assessment of intended outcomes. In addition, each department maintains its own assessment notebook containing its *5-column models*.

In addition to departmental assessment plans, the President and Cabinet define a set of institutional priorities for the coming year. Shaped by the Mission and Goals, these priorities represent specific actions the college as a whole will commit itself to in response to community needs, opportunities, demographic changes or other factors that require an institutional response. These priorities are also assessed through a *5-column model*. (See Exhibit 1.7, *5-column* plans for institutional

priorities.) Priorities are reviewed and modified annually in accordance with the college's planning and budget development calendar, and are available to guide resource allocation decisions.

These parallel sets of activities at the classroom, program/department and institutional level constitute the college's evaluation and planning processes. Priorities and objectives for the year are defined based on the Mission and one or more institutional goals, and means of assessment are described. Assessment takes place throughout the year or at the end of the academic year as appropriate to the intended outcome. Responsibility for assessment varies with the type of outcome being measured. The Institutional Research office provides data from college and state databases and external sources (for example, transfer institutions) and assists with survey design and analysis of results. Some student learning outcomes are measured through classroom assessment conducted by faculty members.

Results are evaluated in the summer or fall, and a determination is made as to whether further action is needed to ensure the desired improvement. (1.B.4) Plans for the next year are developed over the summer (primarily for administrative areas) or in the fall when the faculty reconvenes for the school year.

As this planning process takes place at all levels of the college, it is by nature participatory. (1.B.3) All college employees have the opportunity to participate in developing departmental or program *5-column models*. In addition, through participation on committees and task forces, staff members and students have additional opportunities to contribute toward the definition of outcomes and means of assessment. (See Exhibit 6.3 for details of committee membership and roles.) The Board of Trustees is involved in the process through formal adoption of the Mission and Goals. This model integrates evaluation with planning. (1.B.5)

The IEPA Task Force is continuing the process of defining a coordinated vision for classroom, program/department and institutional assessment. Integrating assessment activities within the ongoing work of the college at all levels

is well underway. To further assist the faculty in this process, a faculty assessment coordinator position was created and filled in summer 2000. An experienced faculty member on two-thirds release serves as a resource person for faculty assessment of student learning outcomes and works closely with the Institutional Research office and the IEPA Task Force to ensure that student assessment and institutional assessment are linked. (See Exhibit 2.8 for a job position description.)

Integration of Planning and Resource Allocation

In winter 2000, in preparation for the development of the 2000-2001 college budget, a new budget development model was adopted by the Cabinet that specifically links resource allocation to planning and evaluation. (1.B.4; see Standard Seven for more detail on budget development.) As departments within the college prepare budget documents, requests for funds are justified in terms of their relation to the mission, goals and priorities. Evidence of need is also an element of this justification. In spring 2000, in the first application of this process, a goal-based process was

developed to build budget requests for instructional equipment and new faculty positions. This process, though unfamiliar at first, yielded results that were well-received by the faculty, as documented in the minutes of the Instruction Council. At the institutional level, all administrators with budget authority were asked to justify requests for new staff positions and all goods and services and travel funds. These administrators used the same general framework as the faculty, which called for information on how the request supported institutional priorities or goals and what the impact on the college would be if an item were not funded.

The move away from a budget model built around functional units and prior allocations to a goal-based, district approach has not been without challenges. Senior administrators, while experienced in maintaining a departmental bottom line, had not previously been full participants in determining the institutional bottom line. Full implementation of this new approach has also required that all budgets throughout the district be allocated according to the same criteria. In the past, for example, funding for the North campus was based on the share of enrollments generated at that location. As part of the new process, clearer

Table 1.2 — 5-Column Model Template

Mission and Goals	Intended Outcomes	Means of Assessment & Criteria for Success	Assessment Results	Use of Results
Institutional Mission Statement	1. Statement of first intended outcome	Information on how the outcome will be measured and the target rate/level for a satisfactory result	Data from assessment of outcome	Decisions made based on results
Relevant Institutional Goal	2. Statement of second intended outcome	Information on how the outcome will be measured and the target rate/level for a satisfactory result	Data from assessment of outcome	Decisions made based on results
	3. Statement of third intended outcome	Information on how the outcome will be measured and the target rate/level for a satisfactory result	Data from assessment of outcome	Decisions made based on results

definitions of districtwide and site-based functions are emerging that reflect the larger picture. All college units and personnel are gaining a more complete understanding of how the college uses its funds. The forms used in 2000-2001 budget planning are presented in Appendix 1.1.

Parallel to the creation of this new budget development process was the recognition that budget planning must be an ongoing activity within the college. To this end, a new budget and planning calendar has been developed and will be implemented during the 2000-2001 year. The calendar integrates a timetable of critical deadlines during the fiscal year with ongoing planning and assessment activities, with the aim of making the results of assessment available in time for both budget and action planning. Deadlines for submission of budget requests are earlier and more relevant to ongoing planning. (1.B.5; see Appendix 1.2, planning and budgeting calendar.)

These changes in the budget development process have addressed two institutional concerns. The explicit reference to mission, goals and institutional priorities as criteria for evaluating budget requests carries the message that decision-making is indeed governed by the Mission and Goals of the college. In addition, the structure of the process – clearly defined procedures, criteria and opportunities for input – has functioned effectively as a communications tool. The new process has alleviated many of the frustrations expressed in the past by faculty and staff members in understanding or gaining access to information about resource allocation decisions.

Institutional Research Practices

The college is currently re-establishing systematic institutional research efforts. Responsibility for research was assigned to an administrator (the Director of Institutional Effectiveness) under a position restructuring in fall 1998. Institutional research, evaluation and planning are now integrated in one area, with responsibility for facilitating strategic and assessment planning at the institutional level. (See Standard Six.) A research analyst position was created in 1999-2000 to ensure sufficient staffing for effective evaluation and planning. The effectiveness of the

college's research efforts is evaluated in several ways: through the *5-column model* developed for the Research office, through soliciting feedback and suggestions on research reports and other products, and through support for assessment of departmental and institutional outcomes across the college. (1.B.6, 1.B.7, 1.B.8)

Information on the college's performance is also reported to external entities. The State Board for Community and Technical Colleges, at the direction of the state Legislature, established a system of outcomes reporting for accountability purposes in 1997. The original performance measures model was tied to a hold-back of two percent of the state funding allocation, with half of that amount released on the approval of an assessment plan addressing the required goals and the other half contingent upon outcomes and goal attainment. This model was revised in the 1999 legislative session to more closely tie institutional-level outcomes to the systemwide goals and to remove the link between assessment, reporting and receipt of the full state allocation. All colleges were asked in spring 2000 to set targets and define strategies for attaining them in three goal areas:

- Number of students prepared for transfer;
- Number of students prepared for work; and
- Skills gain rate for basic skills students.

The first set of targets is defined for the 2000-2001 academic year, with 1998-99 as the base line. The college's plan was reviewed and approved by a system task force. (See Exhibit 1.8, state outcomes assessment plans and reports, 1997 - 2000.)

WVC also reports on institutional outcomes to a number of entities providing funding for specific programs and activities. Annual plans are submitted for Perkins and Worker Retraining funds, and progress reports are now required. The college has a federal Title III Strengthening Institutions grant, which will run through September of 2003 and requires annual performance reports to the Department of Education. Much of the funding for adult basic education and English as a second language instruction comes through

grants which have specific requirements for assessment and reporting. Reports on these instructional activities are available in the exhibits for Standard Two.

Evidence of institutional effectiveness is communicated to the public in several ways. College publications, including the quarterly course schedule *Discover* and *Your Community College Outlook*, a newsletter mailed twice each year, contain information on college goals, plans, activities and accomplishments. The Mission and Goals and information on institutional priorities are published electronically on the college's Web page (<http://wvc.ctc.edu>). As Wenatchee Valley College is a state-funded institution, budgets and plans are considered public information, as are the agendas and minutes of the Board of Trustees. News releases are regularly sent to media outlets throughout the district (one major daily newspaper, nine weeklies and numerous radio stations). Internal research reports are presented to the Board of Trustees. Data from the college are also included in reports produced by the State Board for Community and Technical Colleges (SBCTC). These reports contain information on individual colleges as well as systemwide data, and make it possible to examine Wenatchee Valley College's performance relative to the system as a whole and to peer institutions. Samples of these reports are presented in Exhibit 1.9. (1.B.9)

Analysis and Appraisal

Mission and Goals

Strengths

- WVC's mission statement is consistent with its role as a public comprehensive community college as defined in Washington state statute (RCW 28B.50.020): providing preparation for transfer, technical/professional training, basic skills education and opportunities for lifelong learning.
- The new budget development process represents a significant step forward toward a system in which the Mission and

Goals, rather than units and programs, are the driving forces behind budget allocation. Though this process is still evolving and expanding, it has received widespread support.

Challenges

- To reinforce the relation of the Mission and Goals to decision-making, the college is currently undergoing a review of administrative structures and processes, policies and procedures. There seems to be consensus that the Mission and Goals should drive institutional decision-making, but there is less agreement on how this should occur. The process of codifying this in policies and procedures will be incremental.
- The results of the recent faculty/staff climate survey indicate that there is concern about how clearly the institution's actions reflect the Mission and Goals. Some of this lack of clarity may result from the lack of current policies and procedures. The absence, in many cases, of clearly defined procedures has left the college vulnerable to inconsistency in communications, an additional point of concern noted in the climate survey. Progress on all three fronts will need to be made to bring about significant improvement in both the real and perceived articulation between the college's actions and its goals.
- The systematic evaluation of progress toward the mission has begun but is not fully institutionalized. The adoption of an assessment model throughout the college has been recent, and vigilance will be required to keep this process moving forward.

Recommendations

- The college should continue and complete the review of all college policies and procedures. A regular schedule for review should be developed, and specific responsibility for ensuring the review is completed should be added to the job

- descriptions of senior administrators.
- Specific procedures should be developed that specify the flow of information to and from the Cabinet to address staff and faculty concerns about institutional communications.
 - The Board of Trustees should adopt a regular schedule of review for the college Mission and Goals. Procedures for the review process should be codified so that it is well understood how all segments of the college community may participate and where specific responsibilities lie. This review schedule coupled with the college's planning calendar will ensure that the Mission and Goals stay current and are available for planning.
 - The Policy and Procedures Committee has made initial recommendations regarding how the minutes of meetings should be presented in order to reflect decisions made and identify follow-up actions needed to carry out institutional goals (see also Standard Six and Standard Nine). These recommendations should be adopted throughout the college in conjunction with the regular publication of these minutes. Consistent availability of this information may illuminate the connection between the Mission and Goals and institutional decision-making.

Planning and Effectiveness

Strengths

- There is a high degree of consistency and congruence from the first (1997) Strategic Plan to the current Mission and Goals. As a result, the college is building on previous work instead of continually changing directions.
- The new budget development process provides an explicit link between resource allocation decisions and institutional goals.
- The college has a sound history of work on performance measures/performance reporting in response to state

accountability standards and is committed to continuing this effort.

- There are high levels of participation in planning activities throughout the college.

Challenges

- All of these processes are relatively new and are evolving. The college needs to work proactively to maintain momentum and focus, and to ensure that all levels of planning *close the loop* with appropriate assessment to give direction to future planning and decision-making.
- The college has responded primarily to external drivers in assessing effectiveness. Work on internal standards of effectiveness—what it means to WVC to be effective, and how to measure its success—is just beginning.
- Internal communication about the college's planning, evaluation and decision-making processes is improving, but needs continued attention. The college must remain consistent in its actions to carry the message that assessment is integral to the work of the college rather than an *add-on* responsibility.

Recommendations

- The college should ensure that budgeting and planning are fully integrated by developing clear procedures and time lines and adhering to them. This effort will take several cycles to be firmly established, and should be allowed time to fully develop. It is critical that priorities are established and results of assessment are available to guide the budget development process.
- The college should expand its use of research data as the basis for an ongoing dialog to define institutional measurements of effectiveness and criteria for success. These may incorporate the requirements of other stakeholders, but should also reflect the uniqueness of WVC.
- Clear procedures and definitions should be stated to ensure that annual assessment plans (*5-column models*) and periodic strategic plans are fully integrated.

- The college's vision for planning, assessment and evaluation should be articulated explicitly and consistently throughout the college. The IEPA Task Force is the vehicle for the next steps in this process; the ultimate goal is ongoing coordination of all levels of assessment with responsibilities clearly defined for all departments and programs.

List of Appendices

- 1.1 2000-2001 Budget Planning Forms
- 1.2 Planning and Budgeting Calendar

List of Exhibits

- 1.1 Strategic Plan and Related Documents
- 1.2 Committees Assigned to Institutional Goals
- 1.3 Reports on Institutional Goals
- 1.4 Outline of Strategic Plan Review Process
- 1.5 Samples of Recruitment Materials
- 1.6 Administrative 5-Column Models
- 1.7 5-Column Model for Institutional Priorities
- 1.8 State Outcomes Assessment Plans and Reports
- 1.9 Sample SBCTC Reports
- 1.10 Substantive Change Proposal for WAOL Courses

Standard One Committees

Leadership Team:

Jim Du Bruille, Chair—Faculty, Orchard Business Management
Kit Arbuckle—Faculty, Computer Science/Math, North Campus
Sharon Eagle—Faculty/Program Director, Health Care Assistant
Dr. Susan Murray—Director, Institutional Effectiveness
Dean Sutton—Faculty, Business Information Technology

Review Team:

Donna Henderson—Faculty, ABE/Developmental Education
Sharon Martin—Faculty, Adult Basic Education
Sorena Southerland—Counselor, Student Services
Vicki Turner—Worker Retraining Coordinator, North Campus
Ann Tyrrell—Program Assistant, Admissions/Registration

Standard Two: Educational Program and Its Effectiveness

Introduction: About This Chapter

Wenatchee Valley College meets the standards set by the Northwest Association of Schools and Colleges concerning the nature and effectiveness of educational programs. To demonstrate the scope and quality of instruction at WVC, this chapter describes and analyzes the college's programs, resources, policies and academic disciplines. Each section includes description, analysis of strengths and challenges, and recommendations which have been identified by institutional and program assessment. Additional information can be found in the program and discipline notebooks available to the accreditation team.

Since this chapter is extensive, an overview of its contents may be useful to the reader. Part 1 treats instruction as a whole, with emphasis on administrative structures, policies, resources, and planning and evaluation processes affecting all educational programs. Parts 2 through 5 mirror WVC's Goals 1 through 4.

Introduction: About this Chapter

Part 1: Wenatchee Valley College Instruction as a Whole

Part 2: Associate of Arts and Sciences Degree

Part 3: Associate of Technical Sciences Degrees, Technical/Professional Certificates

Part 4: Basic Skills

Part 5: Continuing Education

The descriptions and analyses in this chapter focus on academic years 1998-99 and 1999-2000. Data from 1999-2000 are provided whenever possible. The time frames for all data are clearly noted.

Discussions of individual departments and technical programs in this chapter provide only descriptive detail. The self-studies prepared by the faculty members in each discipline contain analyses including strengths, challenges and recommendations, and are available as exhibits. Each department or program notebook includes the following information:

- Overview
- Purpose
- Description
- Analysis and Appraisal
 - Strengths
 - Challenges
 - Recommendations
- Enrollment Statistics
- Course Descriptions
- Program Design (technical/professional programs)
- Faculty Qualifications
- Accreditation documents (for programs that have independent accreditations)
- 5-Column Model for Planning and Assessment

PART 1: An Overview of the Educational Programs of Wenatchee Valley College

Overview

Wenatchee Valley College fulfills its official and traditional obligations as a comprehensive community college by offering courses and programs in four arenas: transfer education, technical/professional education, basic skills education and continuing education. Educational offerings are supported by adequate resources: a qualified faculty, physical facilities sufficient for course delivery, an administrative organization that supports faculty participation in decision-making, fiscal resources and instructional equipment appropriate to the fields of study.

All offerings of the college are developed with deliberation and attention to student and community needs, the guidelines of outside agencies that define the elements of quality programs, and the integrity of the curriculum. All courses and programs have, within their design, identified student competencies and lead to degrees or certificates in recognized fields of study.

As an accredited institution, Wenatchee Valley College recognizes its responsibility to create and maintain high-quality programs. The college regards the assessment and continuous improvement of its educational programs as an ongoing responsibility. Changing community and student needs, analyses of program effectiveness, and resource availability move the college to continually redefine the elements that result in educational programs of high quality. (2.A.1)

Educational program planning is based on continual assessment that is influenced by the

needs of the disciplines, changes in the fields or occupations for which programs prepare students, the concerns of local communities, the needs of employers, and the needs of other constituencies of the institution. Faculty members and institutional administrators provide the management and supervision, which ensures that the institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses. (2.A.7, 2.B.1)

Purpose

WVC's instructional programs, as a whole, have their foundation in the four-part mission of a comprehensive community college – transfer, technical, basic skills and continuing education. Degree and certificate programs are characterized by clarity and order; this is demonstrated in the descriptions and self-study notebooks of individual programs and disciplines. The educational requirements for these degrees and certificates have been carefully determined in order to meet the guidelines set by the InterCollege Relations Commission (ICRC) and the State Board for Community and Technical colleges (SBCTC), and to fulfill WVC's Mission and Goals, especially Goals 1, 2, 3 and 4. (2.A.3)

In particular, Goal 1: “provide a transfer program to ensure timely and successful articulation to receiving institutions” and Goal 2: “provide technical/professional training that prepares students for evolving job markets” show WVC's emphasis on providing associate degree programs designed to prepare students for transfer to senior institutions on the one hand and for careers in

technical and professional fields on the other.

Because WVC recognizes that students might need developmental work to be successful in the institution or in particular programs, Goal 3 states the college’s intent “to provide education and career development for those seeking basic skills.” This goal includes helping under-prepared students develop skills in verbal communication, math, reading, writing and computer competencies so that they may succeed in reaching their personal or educational goals.

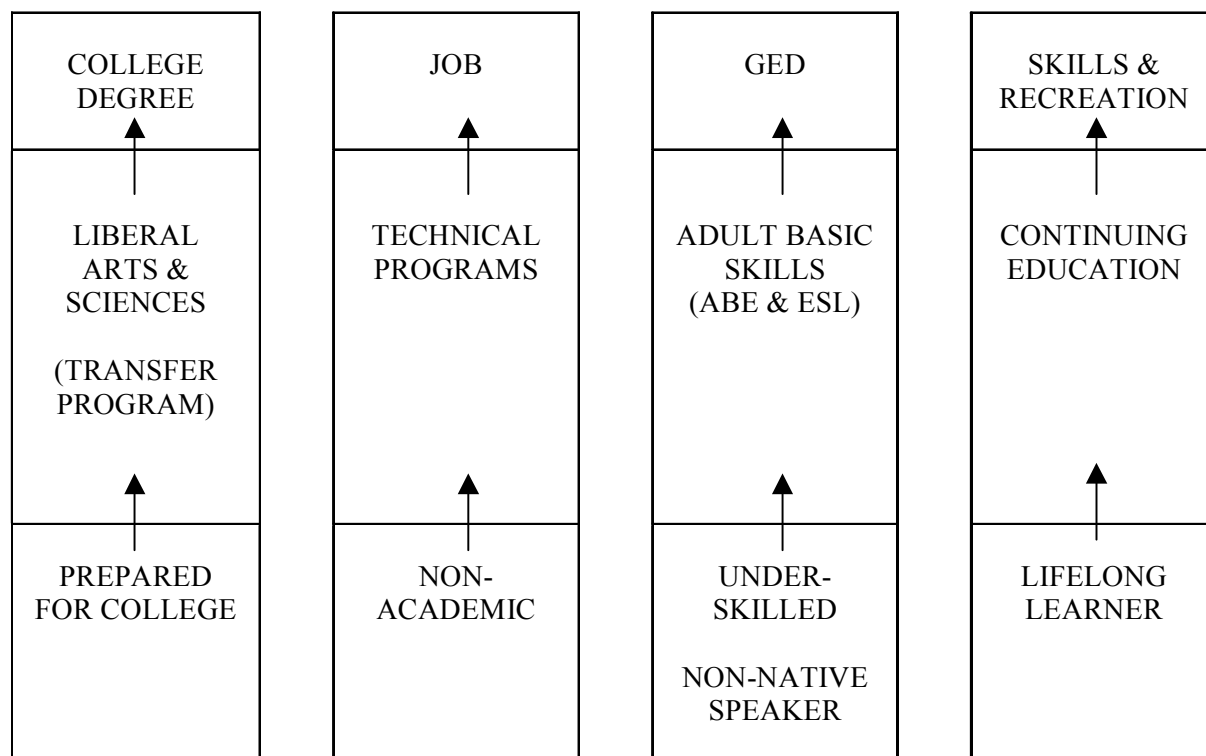
Further, Goal 4: “provide continuing lifelong learning and enrichment opportunities” shows that WVC (1) recognizes that the changing nature of the demands placed upon individuals in today’s society requires many of them to engage in lifelong education, and (2) has incorporated into its mission an extension and public service component to provide for lifelong learning opportunities.

Description

Integration of Instructional Goals

For many years, Wenatchee Valley College fulfilled the four missions of Washington community colleges that were outlined in the Community College Act of 1967. Students who were prepared for college pursued the *transfer* track, earned the Associate of Arts and Sciences degree and proceeded on to baccalaureate institutions. Students who either were not prepared for college or who sought skills training leading directly to employment entered technical programs, earned certificates or Associate of Technical Sciences degrees and became employed. Most of this training was not usable in the *transfer* track, should any of these students later decide to pursue a baccalaureate degree. If students did not have

Figure 1—The “Old” Community College



basic skills in reading, English or math, they were routed into Adult Basic Education (ABE) or English as a Second Language (ESL) programs, with the end goal of a General Educational Development diploma or GED. People who considered themselves lifelong learners took advantage of the offerings of the Community Education department; the goals of these courses and programs was primarily self-fulfillment and personal growth. This scenario is illustrated in Figure 1 as the “old” community college model.

Since the accreditation activity of 1990, the picture of educational opportunity at Wenatchee Valley College has changed a great deal. Essentially, the educational programs of the college now accept students, assess the skills they have, advise them of multiple routes and opportunities, and support them as they proceed—as far as their interests and motivations propel them. There is no one end point for any beginning point. The boundaries between the four units of instruction have certainly blurred.

The establishment of an Executive Dean of Instruction position in 1996 enabled the development of this model. This position supervises all instructional programs and administrators and replaces a structure in which each instructional administrator reported independently to the college president.

In 1998, the Executive Dean, Dr. Anne Temte, reorganized the administration of instruction. One generalist *Vocational Dean* was replaced with four technical directors (Marcia Henkle, technical and industrial programs; Dr. Choi Halladay, computer-related programs; Connie Barnes, allied health programs; and Dr. Kent Mullinix, agriculture and business programs). These directors had previously held faculty appointments with significant release time for administrative duties. The faculty contract does not allow one faculty member to supervise another. Consequently, prior to reorganization, the one Vocational Dean had to resolve all questions of assignment, scheduling, budget and curriculum development in all technical/professional departments. By changing the four faculty positions into director positions, administrative authority and decision-making were placed closer to the faculty

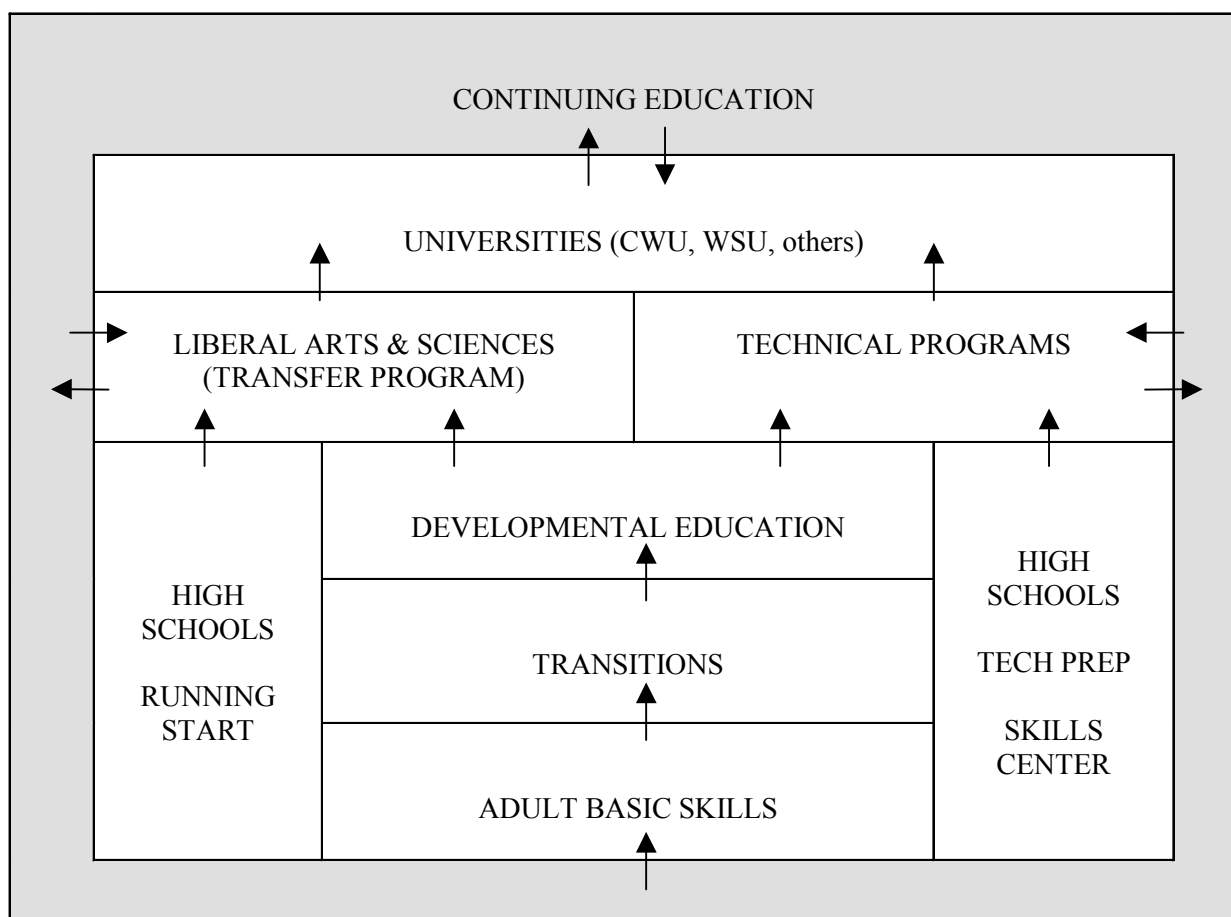
and in the hands of individuals who had emerged from the disciplines they supervised.

Since 1996 and prior to the 1998 reorganization, the Executive Dean had overall authority for all instructional programs as well as direct supervision of all liberal arts and sciences faculty members at the Wenatchee campus. The 1998 reorganization added a Director of Liberal Arts and Sciences (Dr. Phil Venditti) to the team, providing more direct support to this faculty.

The missions of basic skills and continuing education reside under the administrative authority of the Director of Continuing Education, ABE/ESL and Workforce Training (Adrienne Tabar). This is a change from an earlier structure (1996-98) that included directors for both of these areas. Bruce Swenson also works as a member of the instructional administrative team. He is the Director of Library, Media and Distance Learning Services.

The Instructional administrative team seeks to work with the faculty to ensure that the curriculum is current and relevant and leads to excellent student outcomes. There are many college goals that are the responsibility of the faculty and administrators in instruction. These goals are not mutually exclusive; rather, they have become integrated into a whole—providing the opportunity for students to move from where they are to where they want to be, providing high-quality instruction at all levels and in all disciplines, and providing support as students prepare to move from level to level or goal to goal. Figure 2 illustrates this new model.

Figure 2—Today's Picture (The Ecological Model)



Some examples of collaboration that this model has enabled include:

Most of the curriculum of the technical/professional programs has been reviewed and revised over the past four years. Unless the second-year curriculum of ATS degrees demonstrated clear *value added* enhancements to employability or wages, it was restructured to include more transferable classes. The business curriculum is an example of this change. Formerly, the second year included courses, such as retailing and sales, which, in baccalaureate programs, are taken in the junior or senior years. Unfortunately, local firms gave no additional consideration to applicants with two-year degrees rather than one-year certificates for retail positions. And, research determined that such classes, taken at the community college, would not count toward baccalaureate degrees. Any student wanting to pursue a baccalaureate degree essen-

tially had to start over. Now, the second year contains courses that are transferable to baccalaureate business programs.

In 1997, the **Associate of Arts and Sciences degree was modified to allow the inclusion of up to 12 credits of gray area course work.** *Gray area* includes disciplines considered to be technical/professional. This modification followed the change in the guidelines of the InterCollege Relations Committee (ICRC), a statewide body that includes representatives of all of the community colleges and baccalaureate-granting institutions.

Many of the technical/professional programs now require students to successfully complete traditional transfer courses, particularly in English, mathematics and the sciences.

Most of the technical/professional programs now have either prerequisites or co-requisites of college-level skills in reading, English and math. In addition, technical program directors and administrators have worked with the faculty of these disciplines to develop college-level courses in technical reading, technical math, writing for the workplace and professional work relations.

Several technical/professional programs have developed ladders. A clear example is found in Nursing, where a student could start with a 10-week course to become trained as a Nursing Assistant. This certificate program provides training sufficient for employment in many regional health care facilities. The student could then work on the pre-requisite coursework in English, mathematics and science for entrance into the Nursing program. Completion of the first year of this program yields a certificate in Licensed Practical Nursing. Again, the student may *stop out* to work. The second year yields the Associate of Technical Sciences degree for Registered Nursing. For several years, RNs could continue their education toward the Bachelor of Science in Nursing through Washington State University via distance technology. This program, however, is on a two-year hiatus.

The college has been the recipient of Title III funds since 1998. One of the thrusts of this grant is **transition and retention of students who complete adult basic skills education.** CAPP (Comprehensive Academic Prep Program) was developed to provide a bridge between the highest levels of adult basic education (ABE) and the developmental education component of the college curriculum. A ladder has been created from ABE, through CAPP and developmental education, to either technical or transfer college programs.

The Hispanic Orchard Employees Education Program (HOEEP) was recognized as one of the two best incumbent worker programs in the nation by the Department of Labor in 1998. This program uniquely **blends technical skills training with education in English, math and civics.** It has resulted in the promotion of many workers in the area's tree fruit industry to achieve year-

round work, promotions and/or salary increases. The activities of the Title III grant in the future will work toward developing this type of integrated training in other technical/professional programs.

The Running Start program allows well-prepared high school students in the junior and senior year to take college courses. Some students have graduated with both a high school diploma and an Associate of Arts and Sciences degree at the time they would have normally completed just their high school diploma.

Another **collaboration with high schools includes the college's involvement with the North Central Washington Skills Center.** This alternative training site for students from nine regional high schools shares three cooperative programs with the college: Automotive Technology, Manufacturing Technology and Medical Office training.

The Tech Prep program allows students in area high schools to transfer credits into college technical programs. Tech Prep articulation agreements are negotiated with individual high schools with the involvement of college technical faculty to ensure that students possess the requisite skills to be successful.

Distance learning technologies are within the purview of general instructional services. They are managed by the Library/Media Services staff, which provides services to instructional administrators, faculty members and students using these technologies for education.

The ICRC guidelines provide for seamless transfer for those students who complete either the AAS or AS degrees. Two Associate of Technical Science degrees also transfer directly to state universities (Tree Fruit Production and Nursing to Washington State University). It is expected that other technical/professional degrees will be articulated in this way in the next few years.

The basic skills areas (ABE and ESL) provide students with orientation to the possibilities of continuing education, job readiness skills and advising on how to continue into

higher levels of education and training. The recent advent of state welfare-to-work programs (WorkFirst) has forged a strong alliance between basic skills and technical/professional programs. Training must be provided in short-duration modules that include work-readiness, technical skills and the basics of reading, English, math and interpersonal relations.

Continuing Education has broadened its scope immensely. There is a great focus on continuing education for business and industry and on customized training. The overlaps with the technical/professional programs are obvious. Additionally, the CE program has sought to retain its appeal for lifelong learners by drawing from the liberal arts. The mechanisms through which Continuing Education operates includes rapid response, flexibility, adaptability and customer service. This vehicle has proved ideal for implementing some of the state WorkFirst programs.

In addition to working from a framework of cooperation and flexibility among educational programs, the Instructional administrators assert that there are certain standards that must be met by any course, program or degree offered in the district:

- The curriculum must be carefully deliberated and formally adopted. Once course outlines and course requirements for degrees and certificates are adopted, they must be followed. Course outline and program sequences outline the student learning outcomes. These outcomes must be accomplished regardless of the location, time frame or technology employed in the delivery of instruction. (2.A.5)
- Curriculum is developed according to guidelines of the InterCollege Relations Committee (ICRC) and the policies of the State Board for Community and Technical Colleges. These guidelines specify, among other things, the distribution into which disciplines are normally transferred, the number of hours required for credit in various activities and the standard length of programs. (2.A.6)

- Faculty workload standards as outlined in the negotiated faculty contract must be adhered to, regardless of location, instructor, time frame or technology employed.
- Established qualifications for faculty must be adhered to, regardless of location, time frame or technology employed. In this manner, the college can ensure students of quality education and maintain relationships it has with the baccalaureate institutions to which students transfer and the professional organizations to whose standards technical/professional graduates will be held.

In a district as large as that served by Wenatchee Valley College, with its two campuses, numerous outreach sites and diversity of opinion on governance, such standards are vital to the reliability and quality of the educational offerings.

Policies

State Board for Community and Technical Colleges

Authority to offer educational programs is granted to Wenatchee Valley College by state law under the direction of statewide and local decision-making bodies. The SBCTC adopts and publishes policies that provide guidance to the 34 community and technical colleges in Washington state. In general, these policies focus on defining program types, enrollment reporting and articulation for the community and technical colleges, as well as among the colleges, high schools and baccalaureate institutions. SBCTC policies are available as an exhibit. (2.A.6)

Northwest Association of Schools and Colleges

Additionally, the college is guided by the policies and principles articulated by the Northwest Association of Schools and Colleges. This self-study provides evidence of the college's adherence to the elements and policies established in nine standards for accreditation published in the 1999 Edition of the NWASC Commission on Colleges Accreditation Handbook.

InterCollege Relations Committee (ICRC)

Wenatchee Valley College participates as an active member of the InterCollege Relations Committee (ICRC). This body, which is composed of representatives of all of the public community colleges and baccalaureate institutions and several private baccalaureate institutions in the state of Washington, sets the guidelines for direct transfer agreements (DTA) between community colleges and the senior institutions. If the structure of community college transfer associate degrees adheres to the ICRC guidelines, students holding this credential are ensured transfer into the senior institutions with junior standing. Working within the ICRC guidelines is very important to WVC in its assertions to students that credits earned at the college are transferable. Current ICRC guidelines are available as an exhibit. (2.A.6)

Discipline-Specific Accrediting Associations

In addition to collegewide accreditation, several technical programs are either accredited by or certified by discipline-specific associations. The Medical Laboratory Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The National League for Nursing (NLN) accredits the Nursing program. The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The Health Care Assistant program has been developed in accordance with standards set by the Commission on Accreditation of Allied Health Programs (CAAHEP). In 2000, the Automotive Technician Training program received certification from the National Automotive Technicians Education Foundation (NATEF).

College Policies and Procedures

Policies governing instruction at Wenatchee Valley College were reviewed in 1999-2000. This review and subsequent revision worked toward incorporating the standards expected of the college and enabling administrative units of the college to develop procedures to ensure that the policies are enacted. Instructional policies had not been updated since 1992. The Instruction

Council, an internal governing body composed of faculty division chairs and instructional administrators, considered this set of policies and recommended it to the President's Cabinet. (See Standard Six for details of college governance.)

After review, the Cabinet forwarded the policies to the Board of Trustees for final consideration and publication. The Wenatchee Valley College Board of Trustees adopted revised and updated instructional policies in July 2000. (2.A.1, 2.A.11)

These policies include the following issues affecting all aspects of instruction at the college:

- Design, approval and implementation of curriculum; (2.A.7, 2.A.11)
- General education and related instruction requirements; (2.C.1)
- Educational assessment; (2.B.1, 2.B.2, 2.B.3)
- Transfer of credits into the institution; (2.C.4)
- Granting of credit for continuing education courses and special learning activities; (2.G.1)
- Noncredit programs and courses; (2.H.1)
- Distance delivery; (2.A.2)
- Faculty evaluation; (2.A.5)
- Academic freedom; (4.A.7)
- Use of part-time and adjunct faculty members; (4.A.8, 4.A.9, 4.A.10)
- Scholarship, research and artistic creation by faculty members and students; (4.B.1, 4.B.2, 4.B.4, 4.B.7)
- Employing, evaluating and compensating faculty members in special programs. (4.A.4)

See Exhibit 2.3 for details and text of the new policies.

Procedural protocols have been developed for many activities affecting instructional programs. Over the past few years processes such as tenure review and agenda-building for meetings have become more standardized. However, the college's processes for implementing and publishing procedures are vague. Without more formality at this level, inconsistency throughout the district can occur.

Resources

Staff

Wenatchee Valley College has the faculty, administrators and support staff necessary to achieve the college's educational program goals. Table 2.1 shows the level of faculty staffing during 1999-2000. Further details are available in Standard Four. Faculty members, by division, are presented in Appendix 2.1. From 1996 to 2000, the percentage of full-time faculty has risen from 49.5 percent to 65 percent districtwide through the addition of faculty positions in all areas of instruction.

Administrative reorganization in instruction has brought more support to education programs. The support staff assists administrators and the faculty in course scheduling, textbook ordering, tenure review processes, adjunct faculty review and orientation, department files, faculty annual schedules, enrollment tracking, part-time faculty contracts, advisory committee support, student contacts, and special projects. Table 2.2 shows current administrative and support staffing levels for instructional programs at WVC. Staff, by administrative unit, are presented in Appendix 2.2.

Table 2.1—Instructional Faculty Resources, Fall 1999

CATEGORY OF FACULTY	NORTH CAMPUS	WENATCHEE CAMPUS	TOTAL
Tenured	7	40	47
Pre-tenure	2	13	15
Temporary Full-time	1	3	4
Sabbatical Replacement	-	2	2
Special Appointment	1	5	6
TOTAL Full-time	11	63	74
Part-time Headcount	48	96	144
Part-time FTEF	18.51	27.74	46.25

Table 2.2—Instructional Administrative Staff Resources (1999-2000)

AREA	ADMINISTRATORS	*SUPPORT STAFF
General Administration	1	2
Liberal Arts and Sciences (Transfer)	1	6
Technical/Professional programs	1	3
Allied Health	1	2.5
Computer Related Programs	.1	5
Agriculture/Business	.5	.5
Continuing Ed, Basic Skills, and Workforce Development	1	9.5
Library/Media/Distance Learning	1	6
North Campus	undetermined	6
TOTAL:	6.6 FTE	40.5 FTE

*Exempt, Clerical and Industrial Technicians

Facilities

Goal 9 specifically commits the district to “provide for and maintain facilities with appropriate equipment, materials and administrative support services.” In order to meet this goal the college’s Plant Operations, Technology and Administrative Services departments coordinate the acquisition, operation and maintenance of facilities, equipment and infrastructure required to support instructional and student services throughout the district. Using allocations based on SBCTC guidelines and the district outcomes-based assessment model, these departments have provided a quality physical environment for the teaching/ learning process. In addition, a partnership with the WVC Foundation has allowed the college to enhance facilities and ground beyond what is funded by the state. See Standard Eight for details of WVC’s physical resources.

Although Wenatchee Valley College’s facilities adequately support its educational programs, enrollment increases in recent years have put considerable pressure on the classroom and lab space available, as noted in a number of program and department reports, and this is expected to be a continuing challenge for college resources.

Several avenues are being pursued to relieve the crowded conditions the college is currently experiencing. With state minor capital renovation and remodeling project funding, Batjer Hall on the Wenatchee campus will be remodeled in 2001. This project will create a laboratory for agriculture, geology and anthropology classes; a computer lab for agriculture, business and accounting classes; an interactive television classroom for transmissions among WVC’s instructional sites and between the college and other community colleges and universities; and more office space. The college is working with the WVC Foundation to enhance the project through the addition of conference space, reception space and a regional resource facility for the agricultural industry.

The Commissioners of Chelan County and the Chelan County Port Commissioners have approved a grant of \$2.7 million toward the construction of a Technology Education and Nursing Center on Port of Chelan property.

Wenatchee Valley College will be a key player in this new facility that has been planned by a consortium of local agencies and businesses. The college intends to move its Nursing program and its Continuing Education administrative offices in fall or winter 2001. The current Nursing department facilities on the Wenatchee campus are inadequate for growth or for serving accommodating requests for continuing education. Higher levels of technology are needed to prepare nursing professionals for modern hospitals and clinics. Furthermore, the facility is unattractive and crowded. When Nursing vacates its current space in Anderson Hall, four classrooms and eight offices will be available for other uses. The Continuing Education effort will benefit from a move by having access to training rooms throughout the day and evening. The location will also be more easily accessible and will provide better parking for students.

Next to the site for the Technology Education and Nursing Center is a vacated industrial building. The college is negotiating a lease on this building so that several technical and industrial programs can be moved from the main campus. The programs under consideration are Environmental Systems and Refrigeration Technology, Welding, Industrial Electronics, Manufacturing Technology, and Residential Construction. This building might also provide space for apprenticeship training. The college has often been requested to provide such training, but has not had available space.

The North Central Washington Skills Center is adjacent to these two properties. This center provides technical skills training to high school students from nine regional school districts. Wenatchee Valley College conducts several programs cooperatively with the Skills Center. Together, these three entities will provide the communities of North Central Washington with a technical skills training campus that should provide responsive and high-quality workforce training.

Prior to the start of classes in fall 2000, a new science laboratory will be completed at the North campus. This addition has been badly needed. Prior to its construction, laboratory classes had to

be taught in the facilities of local high schools. Schedules had to accommodate those of the high schools. This often resulted in the unavailability of lab space during several weeks per year. The new lab will be fully equipped for the science courses WVC offers.

To accommodate the development of the Computer Technology and Systems program in Sexton Hall, the Art department was moved in 1999. It is currently occupying two temporary facilities. The former bookstore houses studio space for drawing, painting and design. Ceramics shares space with the Agriculture department in Batjer Hall. This is an odd pairing that will uncouple when Batjer Hall is renovated in 2001. It is likely that the Art department will find a permanent home in either the Refrigeration Building, if it is vacated by the ESRT program moving to the building mentioned above, or behind the Service Center located in Batjer Hall. Campus architects are considering both of these possibilities.

Finally, Wenatchee Valley College intends to partner with regional universities, especially Washington State University and Central Washington University, in the development of a joint higher education center for the Wenatchee area. This project is in the queue for consideration by the state Legislature, with possible construction in 2005-2007.

Fiscal Resources

Wenatchee Valley College has a state budget allocation of \$12,545,822 for fiscal year 2000-01. Of this total, \$7,627,093 is dedicated to instruction or direct instructional support. Additionally, \$1,752,171 is secured for instruction from other sources, including grants and contracts. Educational efforts in the transfer program are funded 100 percent by state funds. Technical programs are funded 86 percent out of state funds and 14 percent out of grants such as federal Carl Perkins funding. Basic skills receives 42 percent of its funding from state sources and 58 percent from grants. Workforce training initiatives provide \$253,148 for instructional programs.

Continuing education staffing is supported minimally by the college. Twenty-three percent

of staff salaries are from state funds. All other support for these educational programs must be generated from revenues from program offerings.

Commitment by the administration and faculty to increase faculty salaries and the percentage of full-time faculty to part-time faculty has brought more money to instructional programs of the college. Full-time faculty members have enjoyed an average 4.52 percent increase in annual salary from 1990 to 2000; salaries for part-time faculty members increased 29.9 percent during fiscal year 1999-2000.

The initiation of new college budgeting processes for the development of the fiscal year 2000-2001 budget brought better focus to the needs of educational programs throughout the district. This process is described in detail in Standard Seven. The process is tied to institutional effectiveness, college mission and goals, and assessment.

To enable the college to reach the goals it has set for itself and to meet the increasing demands for flexible, customized and high-quality educational programs, the college will need to continue to seek new sources of revenue. To do this, the college will have to become less dependent on state funding sources provided by the Legislature and the State Board for Community and Technical Colleges. Such activities will allow the development of greater entrepreneurialism within educational programs.

Technology

WVC has made tremendous progress over the last five years in the acquisition and application of computer technology for students. As of May 2000, there were 500 computers accessible to students on the two campuses. Ninety-five percent of those computers are Internet-capable. In addition, the Local Area Network on both campuses allows Internet access in every classroom.

The availability of a student-approved technology fee has allowed the overall turnover of student access computers to be on a four-year cycle. See Standard Five for additional details on technology available at WVC.

Distance Learning

Distance learning technologies provide alternative teaching modes to meet the needs of students who are time-, distance-, work- or home-bound. In addition to increasing student options, such courses offer the potential to reach new audiences, to ease classroom space problems and to accommodate different learning styles. (2.G.5, 2.A.9)

Pursuant to WVC's overall mission to "serve the educational and cultural needs of its communities and the residents throughout its service area," the college is committed to increasing student access. Distance learning technologies permit the expansion of access.

Within the last three years, WVC's distance learning efforts have grown from a collection of random courses to a point where students can complete an entire AAS degree entirely via distance learning offerings. In academic year 1998-99, Distance Learning served a total of 445 students (duplicated headcount). See Appendix 2.3, Distance Learning Enrollments by Course and Quarter, 1998-99 and 1999-2000.

Distance learning courses use WVC's standard instructional assessment tools, plus periodic student surveys focused specifically on the distance learning experience. Enrollments are carefully tracked, and course offerings are adjusted accordingly.

Distance learning at WVC encompasses three different modes. The Title III-funded Distance Learning Support Center helps faculty members develop courses in all three:

Telecourses have been offered at WVC for the last 18 years. In 1997 an effort was begun to establish a structure and a coherent plan for future growth.

Interactive video instruction via the K-20 network provides for live, site-to-site interaction via video and is currently wired into two classrooms in Wenatchee and one each in Omak and Chelan. The initial plan is to use K-20 for course-sharing among WVC's three sites, for statewide meetings, and for course-sharing with other colleges and universities. As mentioned in the

previous section, WVC's five-year Title III grant provides funds for training six faculty members per year in ITV teaching techniques. Twelve faculty members have already been trained per a contract with Teleconference Training Associates. As of fall 2000, WVC has offered 26 courses from Wenatchee to Omak via K-20, approximately 25 hours/week. To date, among all Washington community colleges, WVC has been the heaviest user of the K-20 network.

Online courses are clearly a major part of the future of higher education. WVC has not had the budget or staff to initiate the internal development of online courses. Instead, the college has brokered 19 of the 20 WashingtonOnline offerings as a way to provide students with a comprehensive choice of online courses. Although WVC has most of the technical infrastructure necessary to initiate online courses, the college currently lacks sufficient staff to train the faculty and to maintain the Internet component of online courses. The Title III grant includes funds to initiate nine online courses over the next three years. The college has chosen to focus on WVC's unique Tree Fruit program for online course development.

The steadily increasing enrollments in WVC distance learning courses indicate that the college's efforts are meeting a community need. See Appendix 2.3.

Responsibility for day-to-day operations and long-term planning for the Distance Learning program rests with the Distance Learning staff, under the direction of the Director of Library/Media and Distance Learning Services, in cooperation with instructional administrators, the Curriculum Committee, the Instruction Council, the Instructional Technology department and the Distance Learning Committee.

Recent Enhancements to Program Resources

In addition to the fiscal resources provided through the general fund allocations from the Legislature, Wenatchee Valley College has been the recipient of two significant new sources of funding within the past few years. This funding has allowed the college to move rapidly into serving communities through flexible workforce

training and to providing greater access to educational programs through distance learning technologies.

Workforce Development

Wenatchee Valley College's workforce development effort includes activities that respond to needs for retraining displaced workers and Washington state's WorkFirst (welfare-to-work) priorities. The workforce development programs are recent areas of legislative thrust in the state of Washington. Community and technical colleges have been identified as the institutions best prepared and most likely to succeed in providing basic skills to individuals just entering the workforce and providing technical skills upgrades for workers displaced from declining industries or employment sectors.

Worker Retraining

The Worker Retraining program helps laid-off workers prepare themselves for new careers by providing a variety of technical/professional programs that lead to employment in high-demand, high-wage fields. Financial assistance is available for tuition, fees, books, transportation, childcare and training completion aid. Counseling, assessment and networking with other agencies are all integral to helping students attain their goals.

At both the Wenatchee and the North campuses, the Worker Retraining staff assists displaced workers in identifying new career areas. In response to plant closures and lay-off situations, both campuses provide Worker Retraining workshops to ease the transition from work to training. Counselors are available to the workers during their time in campus-based training.

The State Board for Community and Technical Colleges allocates funding to Wenatchee Valley College for its Worker Retraining efforts at the level of 124 FTEs. This means that the college is expected to serve the equivalent of 124 full-time students annually. The college has surpassed this number in each of the past four years.

WorkFirst

The WVC WorkFirst effort is part of the state's commitment to work toward *a job, a better job and a better life* for individuals who receive Temporary Assistance to Needy Families (TANF) and those who are at risk of returning to TANF due to their low income. The community colleges are partners in this effort and, as part of a statewide initiative, are fundamentally involved in the development and operation of a number of programs. The following WorkFirst assistance efforts are currently available at both Wenatchee Valley College campuses:

- **Training Redesign and Delivery.** The state of Washington has provided flexible funding for colleges to refocus educational programs to meet the needs of the working poor. This includes efforts to redesign existing training programs; develop new training programs; provide outreach to businesses and WorkFirst partners; and provide a point of contact for low-income workers.
- **Work-Based Learning Tuition Assistance.** These funds can be used to pay tuition, fees and books for work-related courses for low-income working parents. The goal of this program is to assist people who have entered low-wage employment to get recurring access to training that improves their skills and gives them opportunities for better employment and wages.
- **WorkFirst Work-Study.** This program combines work and classroom learning experiences for WorkFirst students. The intent of this program is to connect WorkFirst students' work and learning; help students balance roles as parents, workers and students; provide flexibility to keep students on campus; and support the Department of Social and Health Services (DSHS) policy that allows a work-study job to fulfill the work requirement at 16-19 hours a week.
- **Workplace Basic Skills.** These projects assist employers to hire, maintain and promote employees whose skill gaps

affect their abilities to be productive. The program customizes basic skills training to the needs of specific workplaces and workers.

- **Families That Work.** This program works with entire families to help them develop skills to succeed at work while stabilizing family situations. The program is designed to strengthen family management and parenting skills and to address the basic skill and job skill needs of the students.
- **Pre-Employment Training Fund.** This program provides short-term training targeted to TANF recipients. Training can be either group training or individualized, but should result in entry-level jobs that are substantially above the median wage for the area and/or have benefits.

The success of Workforce Development efforts is measured in great part by the success of students in achieving new jobs or wage progression with current employers. Tracking this information can be difficult. The State Board of Community and Technical Colleges (SBCTC) is working on this issue and plans to cross-match the information on students who have taken part in the WorkFirst funded training with state employment data to determine the extent to which the re-training and wage progression training have succeeded in establishing a base for better jobs.

Title III Programs

Background

Wenatchee Valley College was awarded a Title III *Strengthening Institutions* grant by the U.S. Department of Education in 1998. The grant period began October 1, 1998, and will end September 30, 2003, with a total budget of just over \$1.7 million (approximately \$345,000 annually). The grant supports two major activities that provide resources for the college's educational program: Transition and Retention, and Developing Capacity for Distance Education.

The intent of the Title III grant is to enhance the college's self-sufficiency and its ability to serve its students by addressing key areas of need

with additional resources. Significant issues were identified in a comprehensive analysis of the college's strengths and weaknesses, a process that began with the 1997 Strategic Plan. Areas of need included access to services in outlying areas of the college's district; a low rate of movement from basic skills programs into degree and certificate programs; and a lack of resources for faculty professional development. This analysis led to the proposal of the two major activities receiving Title III support. (See Exhibit 2.4, Title III grant proposal.)

The Title III project is closely monitored to ensure that it serves the college Mission and Goals and complies with all stipulations in the funding agreement itself. Annual performance objectives were defined in the grant proposal, and progress is reported to the Department of Education each spring. See Exhibit 2.5 for annual performance objectives and reports.

Title III Transition and Retention Program

The Title III grant provides financial resources for support programs to increase student transition and retention. As part of the grant project, the college has developed CAPP, which is available for all students who are academically underprepared for college-level credit courses. CAPP provides both classroom instruction and student services, including:

- courses in writing, reading, math and study skills;
- computer skills development through both direct instruction and the incorporation of technology into other coursework;
- career and educational planning, through both a course and one-on-one or small-group advising.

CAPP was designed to address the low rate of transition of basic skills students to college degree and certificate programs. WVC's overall curriculum was reviewed and specific gaps in instruction were identified that made it difficult for students to move successfully from the basic skills sequence directly into developmental education or college courses. Additional advising services, focused on personal and educational

planning and decision-making, were developed to support students in transition, as most of the college's support services were focused on students already enrolled in college programs.

A transition student specialist tracks students who have enrolled in CAPP, which assists in gauging the effectiveness of the transition program. WVC distributes a student course evaluation form that gathers data on the strengths and weaknesses of a course and suggestions for improvement. Instructors of CAPP courses and instructors of the next level of course offerings communicate about academic skills of students who have taken transition classes. The Transition Committee, which implements the process for change, evaluates transition courses.

Title III funds have equipped one classroom on the Wenatchee campus with 24 computer stations, two printers, a ceiling projector, VCR, amplifier, speakers and screen. A second computer classroom for the North campus is planned for 2002-2003.

Title III Distance Learning

Title III support of distance education at WVC has three components:

- Establishment of a new outreach location, the Lake Chelan Center. College programs and services will be accessible to residents of a rural area of the district via interactive technology.
- Faculty training to facilitate effective use of interactive technology and adaptation of curriculum to distance education methods.
- Establishment of a Distance Learning Support Center to ensure that students learning at a distance have sufficient access to library resources, advising, textbooks and other support services.

The Lake Chelan Center is located roughly halfway between the college's two existing campuses. This location will begin offering courses in fall-quarter 2000. The Lake Chelan Center includes one interactive television (ITV) classroom connected to the state K-20 instructional network, and one classroom to be equipped

as a 24-station computer lab in 2000-2001. A full-time coordinator oversees the outreach center's operations, and a half-time technician provides support for the video and computer networks and equipment. The grant also provided equipment for a second K-20 classroom on the Wenatchee campus and partially supported the installation of the North campus K-20 classroom.

Distance learning services are coordinated through the college's Library/Media and Distance Education Center. Title III funds also support the Distance Learning Support Center (DSLCC), which is responsible for student contacts, information, referrals to support services, access to library materials and general assistance to WVC students learning at a distance. Distance learning offerings are described in more detail in Part 2 of this standard.

Title III also supports faculty training opportunities in each of the five years of the grant. A cohort of six faculty members each year is receiving training in ITV course delivery and curriculum adaptation. Twelve faculty members have participated as of spring 2000.

Nine faculty members will receive assistance in adapting courses for online (Internet-based) delivery over the course of the grant, beginning in the 2001-02 academic year; these individuals will be identified based on program plans.

These professional development efforts enhance the college's ability to reach students not able to come to campus, and to provide opportunities for faculty members to expand their professional skills and integrate new technologies into their teaching.

Scope of Instruction

Wenatchee Valley College currently offers instruction in 62 disciplines. The college currently awards four associate's degrees, as described below. Degree and certificate requirements are clearly spelled out in the WVC Catalog. (2.C.2; see Exhibit 2.6, WVC Catalog, 1999-2001.)

Associate of Arts and Sciences

The Associate of Arts and Sciences (AAS) degree is the direct transfer option for WVC students and is accepted at all six of Washington's public baccalaureate institutions and eight private colleges and universities. These agreements have been negotiated among the state's community colleges and public universities through the InterCollege Relations Committee (ICRC), which includes representation from each of the public baccalaureate institutions, private colleges and all of the community colleges in Washington state. The group works to resolve transfer and articulation issues so that students can transfer smoothly among the institutions. As a member institution, Wenatchee Valley College has developed its AAS degree under ICRC guidelines to ensure transferability for students.

The degree has 18 credits of general education requirements in writing, quantitative and life skills, 45 credits of distribution requirements in humanities, social sciences and natural sciences; and 27 credits of electives. The total requirement for the degree is 90 credits. (2.C.1, 2.C.3)

Students who complete the AAS degree at WVC and transfer are guaranteed junior standing; all credits earned at WVC that apply to the degree are accepted by the baccalaureate institution. If students do not complete the degree before transfer, earned credits may be considered by the baccalaureate institution on a course-by-course basis; some credits may not transfer or may not transfer into the distribution category within which they were earned. During the period 1990-2000, 2,383 students completed an AAS degree at WVC (see Table 2.3).

Part 2 provides more detail on the AAS degree and the various programs and disciplines contributing to it.

Associate of Science

During 1999-2000 the State Board for Community and Technical Colleges (SBCTC) and the Council of Presidents (representing the six public universities) developed a statewide model for an Associate of Science (AS) degree that would be accepted in transfer to the state's baccalaureate

institutions. The development of this degree option recognized the difficulty experienced by students intending to major in science, engineering and computer science fields in completing the requirements of the AAS degree as well as accumulating all of the science and math prerequisites for junior standing upon transfer.

Prior to the development of the AS option, most students had to choose between completing prerequisites and completing the degree. The AS degree reduces the distribution requirements in the humanities and social sciences at the associate degree level; these requirements will be completed at the junior or senior level. The degree was endorsed by the Instruction Commission (the official body of the chief academic officers of the state community colleges), the Council of Presidents and the ICRC in winter 2000.

WVC faculty members and administrators participated in the development of the statewide templates for the AS degree. The college's Curriculum Committee and Instruction Council deliberated the addition of the AS degree to the college's curriculum and adopted it as a transfer degree option in spring 2000. The WVC Board of Trustees approved the degree in July 2000.

Associate of Technical Sciences

Students successfully completing two-year degree programs in technical/professional fields are awarded the Associate of Technical Sciences (ATS) degree. The ATS is available in 18 fields of study, each with its own specific requirements. Each program includes components of related instruction in communication, computation and human relations. The objective of all WVC technical/professional programs is to prepare students for useful, productive employment in well-paying jobs for which there is high demand and to upgrade the skills of employed workers.

Although Associate of Technical Sciences degrees are not generally intended for transfer, direct articulation agreements exist between Washington State University and WVC for WVC's ATS degrees in Tree Fruit Production, Integrated Pest Management, Nursing and General Business. WVC is exploring articulation with

the University of Washington and Central Washington University for its Computer Technology and Systems program. During 1990-2000, a total of 1,487 students completed ATS degrees (see Table 2.3).

Technical Program Certificates

Certificates of completion are offered in 16 technical/professional fields of study. Such certificates recognize the successful acquisition of a body of knowledge and skills. Certificates of a year or more in length require students to attain competencies in communications, quantitative skills and interpersonal skills, as well as in the specific technical areas, though many shorter programs also include these skills. Requirements for each of the certificates of completion are detailed in the WVC Catalog.

Some of the college's ATS degree programs are revising their curricula to allow certificates of completion for students who show proficiency in subsets of the degrees' curriculum. For example, Residential Construction is being redesigned into a ladder of eight five-week modules, starting with a certificate as a carpenter's assistant. This type of redesign will enable the college to deliver portions of the program in outreach locations with part-time faculty members. Portions of the program may be taught in Spanish. This will mean that the program will be adaptable to the workforce development goals of the college and the state of Washington.

Associate of General Studies

The Associate of General Studies (AGS) degree allows students the flexibility to design a degree to fulfill personal interests while providing breadth in general education. Students may apply both transfer and technical/professional credits to this degree. It is intended neither for transfer nor for developing proficiencies in a technical field. During the period 1990-2000, 33 students completed the AGS degree (see Table 2.3). If students earn an AGS and, later, decide to transfer, many of the earned credits will transfer, but all will be scrutinized by the baccalaureate institution for applicability to baccalaureate degrees.

Basic Skills

Adult basic education (ABE) classes are designed for individuals over the age of 18 who have not obtained a high school diploma or GED (general educational development) certificate. Classes include instruction in math, reading, writing, basic computer terminology and job skills. Student advancement is based on competency achievements.

English as a second language (ESL) classes are provided for people who live in the United States, but whose primary language is not English. Students learn to speak, read, write and understand American English. Students also learn about United States life, customs and culture. WVC serves students from many cultures; the majority of ESL students have Spanish as their first language.

Table 2.3—Degrees and Certificates Awarded, 1990-2000

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	10 Yr
AAS	171	192	207	208	238	227	262	297	297	284	2,383
% of Total	48%	48%	46%	44%	49%	47%	50%	57%	60%	59%	51%
ATS-Degrees	103	140	169	157	156	181	169	129	128	155	1,487
% of Total	29%	35%	37%	34%	32%	38%	33%	25%	26%	32%	32%
Certificates	77	64	77	100	85	67	85	89	69	41	754
% of Total	22%	16%	17%	21%	18%	14%	16%	17%	14%	8%	16%
AGS	6	2	1	3	4	3	4	5	2	3	33
% of Total	2%	1%	0%	1%	1%	1%	1%	1%	0%	1%	1%
Total Degrees/Certs	357	398	454	468	483	478	520	520	496	483	4,657

Continuing Education

The Continuing Education department at Wenatchee Valley College offers classes, workshops, seminars and customized training programs for professional and personal development. Both credit and noncredit classes are offered at locations throughout the college district, often during the evening for the convenience of working students. WVC enters into many contractual agreements with business and industry, school districts, medical organizations, and social service agencies to meet their specific training needs.

WorkFirst Programs

At the initiation of the state Legislature, Washington's community and technical colleges have become the focus of welfare-to-work training, called *WorkFirst*. There are several types of programs that are detailed on pages 14 and 15 of this chapter. The emphasis is on work, with training a supporting element. At Wenatchee Valley College, the WorkFirst response has been through an amalgam of technical programs, basic skills and continuing education. Because the emphasis is on training for work, the technical programs provide the expertise on skills training. For many students, basic academic and work skills are lacking and must be integrated into the skills training. Finally, the continuing education approach is flexible, adaptable to the needs of employers and oriented to operate on an *as needed* basis.

Awards of Degrees and Certificates

Between 1990-91 and 1999-2000, WVC has awarded a total of 4,657 degrees and certificates. Appendix 2.4, WVC Degrees and Certificates 1990-1999, provides a summary of the variety and size of WVC's educational programs.

Instructional Planning and Evaluation

Until recently WVC's instructional programs were not characterized by systematic and well-documented analysis, except in those programs requiring special accreditation, such as the Nursing program or Automotive Technician

Training program. In the transfer degree program, directives from the state Legislature or the InterCollege Relations Committee (ICRC) prompted some data collection and analysis, and had some impact on the reshaping and oversight of the transfer degree program. The Student Learning Outcomes Assessment effort engaged the faculty more firmly in the process of program and institutional analysis and acting on the results of that analysis. However, much of Wenatchee Valley College's program and institutional analysis remained largely informal and not systematically documented. This informal approach served the college adequately for many years.

This is changing. As the college has grown, it has become clear that the informal mechanisms for identifying and quantifying program and institutional successes and failures are no longer adequate. Growing demands within the institution for limited resources, more frequent directives from the state and changes in the process of the college's accreditation have all contributed to a shift in basic approach to instructional planning and evaluation. This change in how the institution views and carries out self-analysis has three main aspects:

First, the college is changing its requirements for *documentation*. In the past, the consensus of a core group of faculty members or administrators was sufficient grounds for deciding what works and what doesn't; now, objective data has replaced shared opinion as the basis for identifying something as a success or failure.

Second, the college is changing its methods of *deliberation*. In the past, discussion of program or institutional challenges was highly informal, with little or no record of the issues discussed or the decisions reached. Now, the college is developing and implementing a more formal process of deliberation of policies and programs focusing on creating a clear record of issues and decisions.

Third, the college is changing its methods of *implementation*. In the past, when a weakness in a program was informally identified and remedies informally chosen, the implementation was

informally announced; now, the college has moved toward a more formal mechanism of implementing a change and a more formal mechanism of follow-up to evaluate its merits. This process of change is more rapid in some areas of the college than in others.

Comprehensive and systematic change is a theme throughout this standard (and indeed throughout this self-study report). The ongoing nature of this change and some lingering informality in institutional and program analysis, however, should not overshadow recognition of the strengths and challenges facing Wenatchee Valley College, or the development of recommendations to capitalize on these strengths to address these challenges.

Curriculum Development Practices

(2.A.3)

Curriculum Committee

The development of a Curriculum Committee in 1997 (see Standard Four for additional information) and of an Office of Institutional Effectiveness in 1998 serve the institution's goals in instruction. They provide the functions of development, approval and regular evaluation of the goals of the educational programs of the college. (2.A.2)

There was no formal curriculum committee at Wenatchee Valley College until 1997. Prior to this time, curricular development and change had been determined solely by individual faculty members in cooperation with an academic administrator. (4.A.2) Proposed developments or changes were taken to the Instruction Council, where division representatives considered proposals in one monthly meeting and voted on them the next. Review in the Instruction Council was rarely in-depth, and it was believed that when individual faculty members could work one-on-one with an administrator, there was the potential for imbalance, insufficient review and the perception of favoritism. As the administration of Instructional Services changed in 1996, it was felt that curriculum needed more careful deliberation.

A key issue during 1996-97 was the revision

of the Associate of Arts and Sciences (AAS) degree. The statewide Intercollegiate Relations Committee (ICRC)—in which all public baccalaureate institutions and all Washington community colleges are members—issued new guidelines that allowed for more liberal acceptance of *gray area* or nonliberal arts courses into associate transfer degrees. The current WVC AAS degree allows the inclusion of 12 credits of *gray area* electives. This was a very controversial discussion and decision, however, and might have been better handled through a faculty curriculum committee.

The Executive Dean of Instruction called for faculty volunteers for a Curriculum Committee in the fall of 1997. Academic year 1997-98 was a time of self-examination and definition for the new Curriculum Committee. At the end of the year, several documents governing the operation of the Curriculum Committee were presented to and adopted by the Instruction Council. Primary among these documents is one titled *Curriculum Committee Purpose*. (See Appendix 2.5, Curriculum Committee purpose statement.)

The Curriculum Committee made several advances in curricular review and organization during 1998-99. Five technical programs were completely revised; four new technical programs were added; 80 new courses were reviewed and adopted, some of which were from the new and revised programs; and 69 outlines for existing courses were reviewed. This volume of work was precipitated by three factors: a backlog from the previous year, when the committee did not feel it yet had the authority to move ahead with curricular decisions; a major catalog revision; and catch-up from many years of neglected course outlines.

The committee has developed a very good system of posting curricular proposals on the college's Intranet and cataloging all current course outlines in this manner. The faculty and departments have been informed of the requirements for review of course outlines every three years and a schedule for review has been distributed. (See Appendix 2.6, curriculum review schedule.)

With three years of experience, the Curriculum Committee seems to be well-established and

accepted. However, there are some rough spots. Because the Curriculum Committee's process is more deliberative, involves more people and requires presentation to the Instruction Council, curricular adoption can take more time than it did previously. The committee members have observed that if faculty members followed established time lines, they did not experience problems getting timely review of proposals. On the other hand, some faculty members feel the new process is cumbersome, especially since they were previously able to introduce a course merely by preparing a course outline and getting an instructional administrator to agree to schedule it.

This committee, because of its recent genesis and its connection with the Instruction Council, does not suffer as much as some other committees from ambiguity over its role, authority and process. However, some issues remain. It will be important in the future to develop a membership rotation so that the responsibility for curriculum development can be shared widely throughout the faculty. The same members have been on the committee for its first three years.

Transfer Curriculum

Typically, transfer faculty members who wish to add to or amend the curriculum of their departments discuss their proposals with the Director of Liberal Arts and Sciences. Before such proposals are brought to the attention of the Curriculum Committee, the faculty members and the director work to develop rationale for the change and seek the support of the faculty members' division. A complete proposal before the Curriculum Committee includes the proposed course outline, the rationale, a letter indicating division support, information on comparability of the proposed course to those at other community colleges and its transferability to baccalaureate institutions, estimates of costs for initiating the class, and library resources needed to support the course. (2.A.8)

Technical/Professional Curriculum

A top priority in the technical/professional fields is that all programs have well-defined, comprehensive sequences of courses with each

subsequent course building on the foundation laid by the courses preceding it. As students progress through the programs, they are required to master defined competencies before they can proceed to the next course. Many of the programs offer certification at various levels throughout the educational process, each new level building on skills mastered in the prior levels.

Integration of academics into the technical/professional programs is essential to ensure student success after program completion. All Wenatchee Valley College students enrolled in technical programs enroll in the same college-level prerequisite courses, and all students are held to the same level of academic rigor. Every technical/professional program requires academic courses in the mathematics, English and reading areas. Three specially designed college-level courses geared for workplace application are incorporated into technical/professional programs. They are Applied Mathematics, Writing for the Workplace and Technical Reading.

In addition, the Secretary's Commission on Achieving Necessary (SCAN) skills which include critical thinking, math, listening, interaction, problem solving, motivation, self-esteem, human relations and communications are integrated into technical/professional program curriculum through classroom lecture and lab application. WVC also offers students a professional work relations course designed around the environment of the workplace. This course helps ensure workplace readiness of all students.

WVC recognizes that programs must be reevaluated frequently to ensure student success in the workplace and keep up with changing technical demands. The technical/professional program areas rely on input from advisory members, as well as employer surveys to ensure that curriculum is updated regularly. Curriculum revisions are first discussed with program directors, and then proceed through the standard curriculum committee process. Approval is also required from the State Board of Community and Technical Colleges.

Basic Skills Curriculum

Basic skills curriculum is based on Washington State Core Competencies and is guided by the State Board for Community and Technical Colleges. Course outlines that reflect those core competencies are developed by the full-time tenured faculty with input from the core adjunct and part-time faculty. Faculty members recommend course outlines for the endorsement of the division chair for the Life Skills division and the approval of the director. They are then processed through the Curriculum Committee for final approval. Basic skills curriculum is highly regulated through Washington State Adult Literacy and Federal Literacy law. The input WVC Basic Skills faculty members have to this highly regulated curriculum includes integrating new teaching methodology, integrating technology, family literacy and other adult literacy trends.

Continuing Education Curriculum

Continuing education curriculum is based on a combination of community and campus needs. Course outlines are developed by each program developer with input from the respective faculty member who will instruct the class (and in conjunction with the campus department if relevant) and then submitted to the director for approval. Since a majority of continuing education classes are noncredit, Curriculum Committee approval is unnecessary. Continuing education curriculum is ultimately based on community need.

Workforce Development Curriculum

Workforce development curriculum is based on a combination of community and campus needs. Additionally, input from business and industry is sought when the curriculum is industry-specific. Local planning partners such as the Department of Social and Health Services, Employment Security and the Private Industry Council are consulted and provide endorsement. Course outlines are developed by each program developer with input from the respective faculty member who will instruct the class (and in conjunction with the campus department if

relevant) and then submitted to the director for approval. If the workforce development curriculum is based on the adult literacy model in the workplace, then curriculum approval is processed through the Basic Skills department. If the workforce development curriculum is noncredit, then curriculum approval is processed through the Continuing Education department.

Instructional Assessment Practices

(2.B.1, 2.B.2, 2.B.3)

Historical Background

Assessment practices have evolved steadily at Wenatchee Valley College over the past decade. As early as 1992, the faculty developed a set of five *umbrella outcomes* (see 2-31) which they agreed all students should attain as a result of their studies at the institution. From 1992-1995, efforts were undertaken within numerous instructional departments and divisions to examine the implications of these *umbrella outcomes* in terms of their relationship to course objectives and testing approaches.

In 1995, when the college submitted an Interim Report for Reaffirmation of Accreditation to the Northwest Commission, Part A of that report comprised statements reflecting elements of ongoing assessment activity. (See Exhibit 2.7.) A general recommendation made to the college pursuant to its favorable accreditation visit in October 1990 read as follows:

The college has collected some data on students by utilizing a computing consortium and state resources. This information base should be expanded to include more information about students—their progress while at WVC and after transferring or entering the job force. To this broad database should be added educational and service program evaluation. Planning based on such data collection and program assessment could lead to continued improvement of the institution.

The college's 1995 response to this general recommendation indicated that some of the aims implied by it had been attained:

Program evaluation has begun in (sic) a systematic basis. In 1992-93 the division of liberal arts conducted a program review.... Through the help of the state assessment project a teaching/learning center has been developed. Faculty focus groups have been meeting through the center to review their teaching methods, assessment and course outcomes.... Classroom research has begun. Outcomes and assessment are beginning to be found in faculty syllabi.

Another section of the 1990 accreditation visit follow-up report included a recommendation relating to the social sciences programs at the college:

It is recommended that the social science faculty become actively involved in the process of the learning outcomes research.

In response to this recommendation, the college's 1995 interim report indicated that:

The majority of the faculty is now actively involved in the assessment project. Through the teaching/learning center and the assessment project faculty has (sic) been involved in classroom research, developing portfolios, writing throughout the curriculum, critical thinking and collaborative learning.

A final recommendation encompassed within the 1990 accreditation report, directed to the Humanities division, stated that:

The division faculty needs to participate fully in the instructional assessment project.

The college's 1995 response to this recommendation indicated, among other things, that:

There is not a single faculty member of the division who is not now very involved in the assessment project and knowledgeable about the teaching/learning process.

Another approach to getting systematic assessment off the ground came in 1997, when the instructional administrators introduced the concept of continuous program improvement (CPI). Staff members began developing note-

books with disciplinary data that would form the basis for planning activities. The Assessment Committee used this information in its discussions leading to the college's current processes.

Since the middle of the 1990s, numerous additional steps have been taken to popularize and implement a philosophy of assessment at the college. In the area of curricular assessment, objectives and syllabi have been subject to increasingly careful review. This heightened review has been particularly apparent since the creation of the faculty-led Curriculum Committee in 1997, part of whose mandate is to ensure that learning outcomes and course-level assessment methods are explicitly enunciated and consistently pursued. Meanwhile, funding allocated by the college Assessment Committee (another group chaired by and composed mostly of faculty members) has made it possible for more than three dozen faculty members and administrators to attend professional development conferences and workshops devoted totally or in part to the examination of assessment issues.

It was when a group of four faculty members and administrators from the college attended one such assessment workshop early in 1999 that a model was encountered which has permitted clarification and consolidation of all the college's institutional assessment efforts under a single overarching rubric—namely, the *5-column model*. This model, which is described in detail in Standard One, ties each instructional and instructional support unit's annual intended outcomes to the institution's Mission and one or more specific goals. The criteria for determining whether the outcomes have been met are then stated by the faculty members; results of the year's activities are collected and analyzed; and *the loop is closed* as adjustments are made in the subsequent year's intended outcomes.

All faculty members in the college met as part of the fall 1999 in-service program to select intended annual student learning outcomes for their respective disciplines. The faculty have been directing their energies since that time toward assisting students to achieve those intended outcomes, and in fall 2000, another in-service program will be conducted in order to incorporate

all available data pertinent to the outcomes into revised lists for the upcoming academic year.

In the process of conducting a periodic review of the institutional Strategic Plan finalized in 1997, the college's Board of Trustees adopted a new college mission and 12 institutional goals in summer 1999. The new Mission and Goals, in turn, have been relied upon throughout the college since that time as the basis for implementing the *5-column model*. Goal 12, in particular, strengthens the foundation for use of the *5-column model* by stipulating that the college will "improve institutional effectiveness by regularly planning, assessing and revising the district's programs and services."

Further productive assessment initiatives have taken place in the last two years of the 1990-2000 decade. First of all, at an institutional level, the college's Institutional Effectiveness office has created a new research analyst's position. The person hired into this position has used his extensive talents to gather and disseminate a broad variety of illuminating state and campus statistics to faculty and staff members for use in their *5-column models* and other assessment and planning initiatives.

Second, the college has committed resources to creating a two-thirds released-time faculty *assessment leader* position (see job description, Exhibit 2.8). The individual selected to fill this position, a veteran English department member who has also served as chair of the Humanities division, commands the respect of all segments of the faculty and was a key player in coordinating the development of the 1992 college *umbrella outcomes*. One of this individual's key responsibilities, beginning in fall 2000, will be to "...develop, refine and maintain the college's annual cycle of student learning outcomes assessment activities, including the *5-column model*."

Finally, the college's Board of Trustees at its July 2000 meeting approved the following official policy with regard to assessment:

300.400 Educational Assessment

The effectiveness of the college's educational offerings shall be assessed regularly

by faculty and instructional administrators. Individual courses shall be assessed on the basis of anticipated student learning outcomes. Programs of study shall be assessed on the basis of transfer rates, employment placement, student satisfaction, employer satisfaction and other appropriate measures.

This policy, in effect, places the Board's full authority behind the commitment and energy directed over the past decade toward assessing the college's programs and services.

Transfer

Each of the liberal arts and sciences departments developed a *5-column model* in fall 1999. With the assistance of the Assessment Committee and the Institutional Effectiveness office, most reviewed data in fall 2000, with the intention of assessing the data and adjusting intended outcomes for 2000-2001.

The greatest success of 1999-2000 was having the unanimous participation of the faculty in this division. Though the self-studies of some departments indicate that the faculty members struggle with finding the time for assessment activities amid all of their other professional expectations, it seems that the faculty understand the potential value of continuing activities aimed at improvement of their courses. More work is needed on goals and assessment of broad areas such as the humanities, social sciences, natural sciences and *umbrella outcomes*.

Technical/Professional

In fall 1999, the faculty of all technical/professional divisions of the college worked together to develop a unified mission statement. This mission statement was developed through a consensus-building process that considered the input of all faculty members. The mission outlines the role and purpose of the technical/professional programs at Wenatchee Valley College and is the target for all activities and functions of the technical/professional divisions.

Basic Skills

The Basic Skills department developed a *5-column model* in fall 1999. Through monthly department meetings and ongoing assessment activities, the department reviewed the goals set in 1999 and provided feedback on whether or not achievement was made. With the help of the Assessment Committee, the Institutional Effectiveness office, State Performance indicators and the lead Assessment Coordinator, data will be reviewed and plans will be adjusted for 2000-01.

Continuing Education

The Continuing Education department developed a *5-column model* in fall 1999. Data collection in Continuing Education occurs monthly; all goals set by the department in fall 1999 were met. Program development plans for 2000-01 will be developed in fall 2000 based on these outcomes.

Workforce Development

Workforce Development did not develop a separate *5-column model*. Those goals were integrated within the Basic Skills department since there is a strong link between workforce development and adult literacy.

Distance Learning

Distance learning courses are held to the same standards and assessment policies and procedures as traditional classes. In addition, student evaluations have been expanded to include questions pertaining to the delivery method and the student's reasons for taking a distance learning course. (See Exhibit 2.9.) The Distance Learning operational staff frequently interacts with students and gains invaluable, informal feedback.

Enrollment data is regularly analyzed to determine which courses to offer via distance learning.

Analysis and Appraisal

Strengths

Integration of Instructional Goals

- The educational programs of the college now accept students, assess their skills, advise them of multiple routes and opportunities, and support them as they proceed – as far as their interests and motivations propel them.
- Administrative authority and decision-making was moved closer to the faculty in the hands of individuals who had emerged from the discipline they supervised.
- Standards have been articulated and are expected to be adhered to throughout the district regardless of the location, time frame or technology employed in the delivery of instruction. These standards focus on curriculum, faculty workload and faculty qualification.

Resources

- Administrative reorganization has brought more support to educational programs.
- State minor capital renovation and remodeling project funding has allowed the creation of facilities for a new Computer Technology and Systems program and planning for lab and classroom facilities for Agriculture to be constructed in 2001.
- A new science laboratory will be completed at the North campus in fall 2000.
- A joint higher education center, based on the partnerships between Wenatchee Valley College and regional universities, is being planned for construction in 2005-2007.
- Tremendous progress has been made in the acquisition and application of computer technology for instruction during the past five years.

- The college is committed to increasing student access; distance learning technologies permit the expansion of access. Distance learning activities have grown substantially over the past five years.
- The college has been the recipient of two significant sources of funding. A \$1.7 million Title III grant was received in 1998 to increase the retention and transition of students in basic skills and to increase outreach efforts through distance learning technologies. Additionally, the state Legislature has directed funds to community colleges for the welfare-to-work programs.
- The college has established a new outreach center in Chelan.
- Faculty members have been trained to teach via interactive television.
- The college has established a Distance Learning Support Center.

Scope of Instruction

- The Associate of Arts and Sciences and Associate of Science degrees follow the guidelines of the InterCollege Relations Committee (ICRC) to ensure transferability.
- The Associate of Science degree was added to the curriculum in July 2000 to provide students with the ability to complete both an associate's degree and science/math prerequisites for junior standing.
- Most of the curriculum of the technical/professional programs have been reviewed and revised over the last four years to build training *ladders* or to increase transferability.
- Within Associate of Technical Sciences degrees, students must complete related instruction in communications, computation and human relations.
- Welfare-to-work programs have forged a strong alliance between basic skills and technical/professional programs.
- Continuing Education has broadened its

scope over the past decade and now serves a broader constituency.

Instructional Planning and Evaluation

- The Curriculum Committee was established in 1997 and now provides a platform for careful deliberation and documentation of curricular changes.
- The Office of Institutional Effectiveness was established in 1999 and assists instructional programs with planning, data gathering and analysis.
- The *5-Column Model* was adopted and implemented as the universal vehicle for planning and assessment in instructional programs in 1999.
- The college has committed resources to create a two-thirds released-time faculty *Assessment Leader* position, starting in 2000.

Challenges

Policies and Procedures

- Procedures affecting educational programs are informally established, leading to some inconsistency.

Resources

- Increases in enrollment have caused considerable pressure on available classroom and lab space.
- The college has a number of opportunities to lease or expand instructional space. These opportunities require decisive action.
- The Art department was moved to temporary quarters in 1999 to make way for the development of another program. Permanent space for the Art department must be committed and developed.
- Tracking the data necessary for reports on new jobs or wage progression for participants in the college's workforce development programs is difficult.

Scope of Instruction

- The recent adoption of the Associate of Science degree will require modifications in advising.
- Revision of technical program curricula is ongoing to fit the needs of students, communities and state workforce development expectations.
- The transitions/retention thrust of the Title III grant has shown good progress during the first two years of the grant, but could be more closely coordinated with technical/professional programs and more widely understood throughout the college.

Instructional Planning and Evaluation

- Until recently, much of Wenatchee Valley College's program and institutional analysis remained largely informal and not systematically documented. Imbedding assessment practices into the fiber of college activities remains a challenge.
- With the implementation of a Curriculum Committee, curricular adoption can take more time than it did previously; some faculty members are not happy with this.
- The Curriculum Committee should develop a membership rotation so that the responsibility for curriculum development can be shared widely throughout the faculty.

Recommendations**Policies and Procedures**

- Procedures affecting educational programs must be formalized and brought through college adoption processes. Collegewide processes also need to be established in a more formal manner.

Resources

- The college must pursue its opportunities for remodeling or leasing additional space for classroom and laboratory use.

Expansion of the physical plant is required to accommodate enrollment growth.

- The college must finalize plans and proceed with the permanent location for the Art department.
- The Basic Skills and Workforce Development departments must work closely with the State Board for Community and Technical Colleges to acquire the data needed for reporting.
- The college must expand its efforts to acquire additional funding for its educational programs. A more entrepreneurial focus might make the college less dependent on state funding.

Scope of Instruction

- Technical/professional programs should continue to revise their curricula for flexibility, *laddering* and transferability.
- The transitions/retention thrust of the Title III program will expand its future efforts to include integrating technical skills training with education in reading, writing and math.
- The college should continue its efforts to base instructional program development and evaluation on objective data and on the needs of the communities and constituencies it serves.

Instructional Planning and Evaluation

- Assessment activities must permeate all aspects of educational planning and delivery. Continuous improvement of the educational offerings must be a goal of all programs.

PART 2:

The Associate of Arts and Sciences Degree

Overview

Wenatchee Valley College's Associate of Arts and Sciences (AAS) program is a collegiate-level program that culminates in identified student competencies and leads to a degree that has guaranteed transferability to any of the state's baccalaureate institutions. The information in this section applies as well to the newly adopted Associate of Science degree. Each of the community colleges in Washington state has a degree that is referred to generically as the Direct Transfer Agreement, or DTA. The AAS is WVC's DTA. DTAs are built upon the guidelines of the InterCollege Relations Committee to ensure transferability. To document this assertion, the following sections describe and analyze specific aspects of WVC's program. This section includes strengths, challenges and recommendations identified by institutional and program assessment.

The AAS curriculum is regularly reviewed to ensure that it maintains high standards while meeting current student needs and baccalaureate institution expectations. The last comprehensive examination of the AAS curriculum by the college's Instruction Council took place over a two-year period concluding in 1997. Appendix 2.7, AAS Program Description, gives complete details of the current program requirements and demonstrates that the AAS degree at WVC:

- includes a substantial core of general education instruction with identifiable outcomes and requires competence in written communication and quantitative reasoning;

- has a general education component which requires students to master competencies for independent learning and to develop an awareness of fundamental areas of knowledge in the humanities, natural sciences and social sciences;
- has electives which provide the opportunity for students to pursue other intellectual interests;
- is characterized by clarity and order;
- is based on a clear rationale with the component parts designed to reflect that rationale.

Purpose

As noted earlier in Part 1, the Associate of Arts and Sciences degree (AAS) constitutes the direct transfer credential accepted by all Washington state public baccalaureate institutions and private colleges and universities. Students who earn an AAS degree are guaranteed junior standing in these four-year institutions. They are generally permitted to apply any 90 credits from those earned at WVC toward major and graduation requirements in the four-year institutions. Students must, however, complete the AAS to have these guarantees.

The AAS degree program fulfills one of the most basic missions of any community college and is the primary measure of success in meeting WVC's Goal 1: "provide transfer programs to ensure timely and successful articulation to receiving institutions."



Description

General

The AAS requires students to take 90 credits in a variety of disciplines. Some requirements are established for general education purposes, and some ensure appropriate distribution or breadth in a student's freshman- and sophomore-year coursework. Twenty-four disciplines and departments, collectively termed the Liberal Arts and Sciences, are available for study at Wenatchee Valley College as components of the AAS degree curriculum. Table 2.4 indicates the breadth of disciplines, the class offerings throughout the district, and the enrollments in each department. (2.C.3)

The general education and distribution requirements and the individual disciplines are described more fully below.

During the 1990s, an average of 233 students per year graduated from WVC with the AAS degree. See Table 2.3 in Part 1 for the numbers of WVC graduates who have earned the AAS degrees since 1990. As the data indicate, the number of WVC graduates earning AAS degrees has grown fairly steadily over the past decade. Furthermore, the proportion of all students earning certificates and degrees who attained an AAS degree grew from less than 50 percent in 1990-91 to more than 60 percent in 1998-99.

Faculty (2.C.7)

Thirty-three full-time faculty members are employed on the Wenatchee campus to teach in the 24 Liberal Arts and Sciences disciplines/departments. Depending on the time of year, approximately 40 adjunct and part-time faculty members teach there. On the North campus, four full-time and approximately 20 part-time faculty members teach in these disciplines. The teaching fields and qualifications of all these faculty members are outlined in the supporting materials for Standard Four. Nine new faculty positions have been added in the past four years.

Transfer by Majors

To enhance the success of transferring students, the State Board for Community and Technical Colleges, along with the state's baccalaureate institutions, have endorsed the concept of *transfer by majors*. Through this initiative, community college students are encouraged to declare, as soon as possible, both the major they intend to pursue and the baccalaureate institution to which they intend to transfer. Application of this concept allows for better advising of community college students and cleaner transfer of credits into the major at the specific baccalaureate institution.

In a study conducted by the SBCTC in 1997, AAS graduates of WVC who transferred to the state's baccalaureate institutions had greater success (measured by grade point and time to degree) than students who had started at those institutions. WVC can further improve the success of its graduates by becoming a stronger partner with the baccalaureate institutions in encouraging student commitment at an early stage of their college career.

Evening Transfer Degree (2.A.9)

Wenatchee Valley College had offered courses in the evening for many years. However, scheduling was erratic and the evening time slots often did not allow for two courses to be taken on the same evening. These factors were impediments to students initiating and completing the AAS degree in the evening. Surveys conducted during registration processes in the mid-1990s indicated that, given the chance, many students would take classes in the evening if they could make progress toward the degree and if enough courses were offered to allow the degree to be completed in a reasonable amount of time. This result was encouraging, especially since the students who were surveyed were those who were taking day classes.

A committee of faculty members worked with the Director of Liberal Arts and Sciences to develop block schedule times that would allow for two classes to be taken on a Monday-Wednesday

Table 2.4—AAS Disciplines at WVC, Courses, Sections, Students and Instructors

Department	Number of Courses			Number of Sections			Number of Enrollments		
	NC	WC	Total	NC	WC	Total	NC	WC	Total
Anthropology	2	6	7	2	12	14	31	141	172
Art	4	16	17	6	39	45	76	354	430
Astronomy	1	1	1	1	9	10	22	153	175
Biology	9	18	20	11	51	62	162	1,296	1,458
Chemistry	3	12	12	3	28	31	31	588	619
Communications	2	3	3	9	18	27	198	455	653
Computer Science	4	7	7	4	13	17	57	146	203
Economics	3	3	3	3	13	16	34	306	340
Education	0	1	1	0	2	2	0	34	34
English	7	19	19	24	111	135	349	1,945	2,294
Engineering	0	3	3	0	4	4	0	34	34
Geography	1	2	2	1	4	5	10	66	76
Geology	3	6	6	3	17	20	45	308	353
History	4	8	8	5	17	22	55	332	387
Humanities	1	5	5	4	9	13	48	234	282
Journalism	0	1	1	0	1	1	0	7	7
Math	13	17	19	32	102	134	466	2,107	2,573
Meteorology	1	3	3	1	5	6	10	80	90
Music	0	29	29	0	53	53	0	308	308
Philosophy	5	1	5	10	8	18	164	134	298
Physical Education	7	38	39	17	127	144	209	2,204	2,413
Physics	3	13	13	3	14	17	30	208	238
Political Science	4	4	4	4	4	8	53	107	160
Psychology	5	6	7	13	33	46	189	795	984
Reading	2	5	6	4	9	13	51	115	166
Sociology	4	4	5	4	18	22	66	460	526
Theater	3	1	3	3	1	4	17	16	33
World Languages	5	12	14	8	32	40	82	499	581
French	1	0	1	1	0	1	2	0	2
Latin	0	3	3	0	5	5	0	37	37
Native American	1	0	1	1	0	1	1	0	1
Spanish	3	9	9	6	27	33	79	462	541

NC = North Campus, WC = Wenatchee Campus

or Tuesday-Thursday schedule. The rotation of courses was plotted out for three years, allowing advisors to help evening degree-seekers to plan their paths to the degree. This plan was implemented in fall 1999 and was well-received. Evidence exists in the growth in evening enrollments.

Because of the success of the carefully articulated evening transfer degree program and because of the overcrowding of facilities, the college is working to develop block scheduling and degree progression in the afternoon hours similar to that employed in the evening. For many years, many staff and faculty members at the Wenatchee campus believed that students would not come to the college in the afternoon. The North campus has utilized an afternoon block schedule for several years.

WAOL Degree Option

In 1997-98, all of the Washington state community colleges participated in the development of WashingtonOnline (WAOL). WAOL is a consortium of colleges that initially developed 20 online courses in the liberal arts and sciences. While in development, each course had a lead institution and a team of five or six disciplinary faculty members from around the state working together to develop content, course objectives and student outcomes. Upon completion, the syllabus of each course was made available for the examination by the curriculum committees of individual colleges. Each college made the determination of whether or not to include each course in its curricular offerings. The 20 courses of WAOL were designed to provide the breadth necessary for an associate of arts degree. In subsequent years, WAOL has developed online courses in technical program areas.

At WVC, the 20 initial courses of WAOL were approved into the curricular offerings of the college, starting in spring 1998. WAOL courses were first offered through the college in fall 1998. The response of students to this online offering has been tremendous. Information on student enrollments is available in Appendix 2.3.

General Education Requirements

General education requirements provide learners with the skills necessary to communicate clearly, think critically and participate in community life as informed citizens. Students pursuing associate degrees at Wenatchee Valley College, whether in transfer or technical fields, complete coursework that provides them with these skills. (2.A.4, 2.C.1, 2.C.2)

The overall intent of the general education requirements of the Associate of Arts and Sciences (AAS) and Associate of Technical Sciences (ATS) degrees is to give students the opportunity to develop lifelong skills that will lead to success in educational programs and careers. Additionally, it assumes that graduates of the college's degree programs are well-prepared in these skills that mark well-educated individuals in American society.

Umbrella Outcomes

In fall 1990 at the annual all-staff day, the Student Learning Outcomes Assessment Committee (SLOA) worked with the entire college faculty to identify non-content-specific educational outcomes which students should carry away from their experiences at WVC. These were christened *umbrella outcomes*. This committee subsequently evolved into the Assessment Committee.

Taken as a whole, these *umbrella outcomes* reflect the faculty's commitment to the traditional values of liberal arts education. Articulating these outcomes was an important step in an ongoing conversation about the purpose of education at Wenatchee Valley College and about the faculty's role as conveyers of culture as well as purveyors of knowledge. The *umbrella outcomes* state that when a student completes an associate's degree at WVC, he or she should have:

- Communication Skills: reading, writing, listening, interpersonal communication (verbal and nonverbal).
- Positive Self-Image: confidence, centeredness, self-esteem, personal pride, assertiveness, awareness of value system,

accountability, ability to set personal goals, internal- or self-motivation.

- Skills/Competencies: mathematics confidence, test confidence, science literacy, computational skills, knowledge and skills base for specific degree/discipline, critical thinking, problem solving.
- Global View: cultural, social (and political) and environmental awareness: arts, humanities, music, sciences, knowledge integration, flexibility of thinking.
- Lifelong Learning: learning for learning's sake, ability to work with others, joy of learning, joy of education, study skills, research skills, job-related skills.

One aspect of this continuing conversation is the *imbedding* of the *umbrella outcomes* into course syllabi throughout the curriculum. At the request of the Wenatchee Campus SLOA Committee (now the Assessment Committee), all faculty members were asked to identify the *umbrella outcomes* addressed in each of the courses they taught. This effort drew faculty members into substantive conversation on *umbrella outcomes* and on other topics as well. *Umbrella outcomes* are not yet clearly imbedded in all WVC courses. How *umbrella outcomes* are incorporated into new courses is a topic that will be engaged by the Curriculum Committee and the Assessment Committee in fall 2000. Nancy Howard, the faculty member who will fill the newly created Assessment Leader position, will serve on both committees.

Another aspect of this continuing conversation is the development by the North campus of a set of *Collective Desired Outcomes* published in February 1998:

“Collective Desired Outcomes for Wenatchee Valley College North Campus”

We (the faculty of Wenatchee Valley College North campus) wish for our students to take away from their college experience these values, in addition to specific abilities, which will enable them to be lifelong

learners and to strive for success, whatever their pursuits:

- A THIRST FOR LEARNING—the unquenchable drive to broaden one's knowledge and understanding of all that is.
- CULTURAL SENSITIVITY—the ability to recognize, appreciate and value diversity among cultures.
- LISTENING SKILLS—the ability to receive, comprehend and internalize the meaning of verbal and nonverbal communication.
- SELF-CONFIDENCE—an intrinsic, personal belief in one's abilities to respond to life in a positive and healthy manner.
- ABILITY TO ACCESS INFORMATION EVERYWHERE—a continuously developing process which enables the student to research and retrieve data, while integrating critical thinking and technical skills.

These *collective desired outcomes* supplement the general college *umbrella outcomes*. The *collective desired outcomes* appear in many syllabi for classes offered on the North campus and provide another basis for ongoing discussion about the nature of education and the faculty's role.

Skills Requirements

The AAS degree requires 10 credits in writing skills, five credits in quantitative skills at or above the level of college algebra, and three credits in life skills. Students are also required to demonstrate proficiency in intermediate algebra through successful completion of high school second-year algebra, appropriate scores on a placement examination or completion of an intermediate algebra course at the college. This requirement strengthens the level of quantitative competency students must attain prior to graduation.

Life skills is a new category of general education at Wenatchee Valley College. With the changes to the AAS degree in 1997, the four-

credit physical education and wellness requirement was replaced with a three-credit requirement in life skills. A subcommittee of the Instruction Council drafted rationale for this change in a document from February 1997. In part, this rationale stated: "It is proposed that the wellness category be expanded to include other skills, such as study skills, computer literacy, library skills and P.E. activity classes." At the time this requirement was changed, the Instruction Council intended to review it annually to determine the impact it had on the P.E. department. This review has not yet taken place, but will in 2000-2001.

Distribution Requirements

Students must complete 15 credits in each of three distribution areas: humanities, natural sciences and social sciences. Wenatchee Valley College offers breadth in each of these distribution areas with an array of core classes as well as more specialized classes that may be used for either distribution or elective choices. All three of the distribution areas are essential to a well-developed liberal arts education. (2.C.3)

WVC's distribution requirements meet the letter and intent of the guidelines provided by the InterCollege Relations Committee (ICRC). Disciplines within these distributions generally correspond to those distinguished at other institutions of higher learning in Washington state and in the rest of the nation. They form an integral part of the AAS degree. Courses that can be used to fulfill the distribution requirements are presented in Appendix 2.8—Courses Meeting Requirements for the AAS Degree.

Humanities

Elective courses in the humanities have always been a major component of the transfer degree. Currently, the student wishing to complete the Associate of Arts and Sciences (AAS) degree must complete 15 credits within the humanities disciplines. The humanities disciplines are art, classics, communications, English courses in creative writing and literature, world languages, humanities, music, philosophy, and theatre arts (see Appendix 2.8).

In meeting the distribution requirement in humanities, students complete courses focusing on making the student a more perceptive, insightful, understanding, communicative, expressive, cosmopolitan and tolerant individual. This distribution requirement serves the Mission and Goals of the college, enhances the greater community and honors the tradition of liberal arts education.

Unlike the natural sciences, which provide insight into the natural world, and the social sciences, which objectively explore the nature of relationships between individual people and groups of people, the purpose of the humanities disciplines is to help students expand their own capacities to *be* fully human.

Although the humanities involve the study of techniques, theories and systems, the intended results of these studies are always realized at the personal, individual, subjective level. Facility in the techniques of art, music and theatre is only a starting point, not the ultimate goal in these disciplines. Skill in the areas of communications and world languages have, as their ultimate purpose, the bringing together of people and the bridging of the gaps of language, culture, distance and misunderstanding. The classics, English literature, philosophy and all the humanities aim more than simply to provide people with useful information. If their pursuit does not result in the actual changing of the individual internally, making the individual a better person, then their explicit goal has not been reached.

Consequently, the humanities disciplines are valuable as a complement to the AAS degree, and the availability of a variety of humanities courses and activities is essential to community education in general. These disciplines and pursuits provide a vital contribution toward the college's Mission and are indispensable in a democratic society whose overall quality directly depends on the qualities of the individual.

The art, music and Spanish programs have long had especially strong connections to segments of local communities and have enjoyed strong local support. Gallery '76, the recent institution of President's Arts Nights, and the

establishment of Spanish courses for native speakers are three elements that promise to enrich these relationships.

Faculty members and administrators have concerns about consistently low enrollments in some humanities offerings. Recruitment efforts should be increased, and faculty advisors need to increase their understanding of the benefits of general humanities, languages and performing arts classes.

The humanities program suffered one major reduction in the last few years with the discontinuance of theatre productions due to the request of the tenured faculty member to be relieved of this responsibility. Some theatre arts classes continued, however, and there was a unique and successful linkage of THTR 165 – Introduction to Acting and CDS 205 – Issues of Chemical Dependence Behaviors of the Family. The college has recommitted to a theatre arts production program following the retirement of the tenured faculty member. A new faculty member has been hired who will reinvigorate the program. This faculty member will start at the college in March 2001.

Natural Sciences

The natural sciences form a vital component of the transfer degree at WVC. The natural science departments have a strong tradition of providing rigorous and topical courses for science and nonscience majors. Faculty members delve into the scientific method by discussing the tentative nature of scientific knowledge, the levels of scientific explanation (hypothesis, theory and principle), and the components of scientific experiments. An historical perspective is presented to teach the progression of scientific knowledge. Quantitative skills are emphasized, both in lab and lecture. Many of the courses emphasize critical thinking skills and are also multidisciplinary (e.g. Biology 125, Environmental Life Science).

Faculty members in all natural sciences departments strive to represent their disciplines by keeping current and providing topical course work. Courses provide basic introductions to what

science is – a way of knowing and learning about the world. Faculty members emphasize the relationship between science and other disciplines. Most courses also stress communication skills by requiring a variety of writing assignments.

The earth sciences and biology are split into subdisciplines. This allows the natural sciences faculty to better meet course and program goals and to provide students with some choice of electives each quarter. The large number of math courses allowed in the nonlab natural science electives area strengthens the quantitative area of the requirement for many students, especially science and engineering majors. Because of WVC's relatively small courses, many specialized courses can only be offered once a year.

A transfer student at WVC must earn a total of 15 credits from three different subject areas within the natural sciences. The requirement is divided into two groups: lab courses (*Group A*) and nonlab courses (*Group B*). At least five credits must come from the lab course list. Group A includes 28 lab courses in nine subject areas: anthropology (biological), biology (general), biology (botany), biology (zoology), biology (environmental), chemistry, geology, meteorology and physics. Group B includes 21 courses in eight subject areas: astronomy, biology, computer science, geology, math, meteorology, physical education and physics. For more details, see Appendix 2.8.

As with any discipline that relies on technology, it is difficult to keep equipment up-to-date and appropriate for curricula in rapidly changing scientific fields. The process of instructional equipment budget development is discussed in Standard Four: Faculty.

Social Science

Social science programs at WVC are designed to provide students with an interdisciplinary study of human society. Areas of study include the disciplines of anthropology, economics, geography, history, political science, psychology and sociology. The social science distribution requirement helps students meet their educational goals.

To meet WVC's distribution requirement for social sciences, transfer students are expected to complete 15 credits from three different disciplines to ensure interdisciplinary diversity. Currently students may choose among 28 courses across seven disciplines to satisfy the social science distribution requirement. For more information, see Appendix 2.8. In addition, there are 10 classes across four disciplines that also count as transferable elective credits.

Faculty members in this division feel that there is insufficient information on the extent of student preparation for college-level course work. The level of students' preparation likely affects their abilities to meet the social science distribution requirement and faculty members' success in improving students' preparedness for future work in the social sciences. An assessment instrument may be necessary to provide this information. The department faculty intend to work with the Institutional Effectiveness office and the Assessment Leader on these concerns.

Faculty members in the social sciences are active in bringing cultural richness to the campuses. Faculty members have been involved in staff training (sexual harassment, dealing with difficult people, anger management, disabilities and diversity training), community distinguished lectures series (Dr. Matt Golombek—Mars Explorer Mission, Dr. Roger Fouts—Chimpanzee Communication), college-sponsored forums (Dr. William Glasser—Educational Theorist) and special events (catapult contest, historical/cultural displays).

Electives

The purpose of elective credit is in the eye of the beholder. To some, it is a means to prepare for transfer. Another perspective is that elective credit is well-spent exploring areas of interest, particularly if a student is undecided or changing majors. Still another perspective sees the transfer AAS as appropriate for the nontransfer student who wants a well-rounded, albeit shorter, liberal arts education. All of these perspectives have merit, and no campus will have universal agreement on this issue.

Students at Wenatchee Valley College must fulfill the requirements for the AAS degree by taking at least 27 credits of electives. Lists of courses that may be used for this purpose are published in the current college catalog (p. 50). Normally, elective credits are drawn from the traditional liberal arts and sciences disciplines in humanities, natural science and social science. However, since 1997, a maximum of 12 of these credits may be from the group of technical/professional courses considered to be *gray area* courses. Such courses do not normally transfer to baccalaureate institutions, but, when imbedded in a completed AAS degree, are transferable. The guidelines of the InterCollege Relations Committee allow a maximum of 15 such credits in a Direct Transfer Agreement (DTA). A list of *gray area* electives is also listed in the catalog (p. 50).

Inclusion on either list begins with a course approval process that starts with the Curriculum Committee. Key steps in the process for the sponsoring instructor include documenting departmental and divisional approval and researching the transferability of the class. Curriculum Committee approval must be followed by formal ratification by the Instruction Council. Courses showing evidence of transferability to regional baccalaureate institutions are placed on the elective list; technical or professional classes become *gray area* electives; and courses that fit neither classification are generally unacceptable as electives.

The college's Academic Regulations Committee (ARC) hears all student appeals related to waivers or substitutions of degree requirements. Most ARC members are faculty members who represent the various campus divisions. Two student services administrators and a student also serve on the ARC. Petitions for credit are common from students who have attended unaccredited schools or who have credits from technical/professional programs not available at WVC. All successful appeals that involve *gray-area* credit are subject to the 15-credit limit.

Analysis and Appraisal

Strengths

General

- The AAS degree program is a well-established and valued component of the college's educational offerings, as reflected by the institution's history and reinforced within the current institutional Mission and Goals.
- The AAS and AS degrees have guaranteed transferability to any of the state's baccalaureate institutions.
- The AAS curriculum is regularly reviewed to ensure that it maintains high standards while meeting current student needs and baccalaureate institution expectations.
- Nine new faculty positions have been added in the past four years.
- An evening transfer degree program was developed, utilizing block scheduling and a three-year schedule, to allow evening students to complete the AAS degree in a reasonable amount of time.
- The option of taking an AAS degree entirely online became possible with the adoption of WashingtonOnline (WAOL) courses into the college's curriculum. Most students utilizing these courses have taken a mixture of online and campus-based courses.

General Education Requirements

- The 1997 review of the AAS degree strengthened the quantitative skills requirement and broadened the physical education and wellness requirement into a life skills requirement.
- *Umbrella outcomes* reflect the faculty's commitment to the traditional values of liberal arts education.

Distribution Requirements

- Wenatchee Valley College offers breadth in each of the distribution areas (humanities, natural sciences and social sciences) with an array of core classes as well as more specialized classes.
- The distribution requirements meet the letter and intent of the guidelines provided by the InterCollege Relations Committee (ICRC).
- The humanities focus on making students more perceptive, insightful, understanding, communicative, expressive, cosmopolitan and tolerant.
- For a college of its size, WVC provides instruction in a wide variety of humanities disciplines.
- The art, music and Spanish programs have long had especially strong connections to segments of the WVC communities and have enjoyed strong local support.
- The natural science departments have a strong tradition of providing rigorous and topical courses for science and non-science majors.
- Most natural science courses stress communication skills through a variety of written and oral assignments.
- The quality, quantity and diversity of social science offerings allows students great breadth of selection.
- Faculty members in the social sciences are active in bringing cultural and intellectual richness to the campuses.

Challenges

General

- Advising students to make early decisions about transferring, so that their efforts lead to desired outcomes, is difficult in the state's arena of six public and eight private baccalaureate institutions. The *transfer by majors* concept would enhance this effort.
- The overcrowding of facilities might be eased somewhat by development of an afternoon schedule at the Wenatchee

campus that mirrors the evening transfer degree program.

implement an afternoon block schedule to ensure students can complete an associate's degree in a reasonable amount of time in the afternoon and evening.

General Education Requirements

- *Umbrella outcomes* are not yet clearly imbedded in all WVC courses.
- Identification of strategies to ensure that students attain all outcomes prior to completing associate degrees at WVC is needed.
- When the life skills requirement was adopted, the Instruction Council intended to review its impact annually. This did not occur in 1998 or 1999.

General Education Requirements

- How *umbrella outcomes* are incorporated into new courses is a topic that should be engaged by the Curriculum Committee and the Assessment Committee.
- The life skills requirement should be reviewed by the Curriculum Committee, with results shared with the Instruction Council.

Distribution Requirements

- Recruitment of students into some courses in the humanities that have historically low enrollments is difficult.
- Breadth in the humanities has suffered through the decline in the theatre arts program
- Adequate facilities are needed, especially for the Art department, which was displaced to temporary facilities in 1999.
- Many natural science courses are offered only once a year.
- The social science faculty are concerned with the overall preparation of students for college-level courses.

Distribution Requirements

- The theatre arts program should be revitalized. A new instructor has been hired to start in March 2001. The college needs to plan for the resources to make this program successful.
- The faculty and administrators should work together to ensure the success of low-enrollment humanities courses.
- The Art department needs to be relocated to a permanent, adequate facility.
- The college should continue to schedule natural science classes carefully to allow the greatest possible student access.
- The college should continue to review staffing and equipment levels to maintain high-quality instruction.
- The Social Science division should develop an assessment model to address the extent to which students are prepared for college-level work.

Electives

- Faculty and advisors must inform their advisees about the differences in elective credit and the consequences related to selection of elective classes.

Electives

- At other colleges, the term *gray-area* credit is being replaced by terms such as *other credit* or *restricted credit*. WVC should consider making the same change.

Recommendations

General

- WVC can improve the success of its graduates by becoming a stronger partner with the baccalaureate institutions in encouraging commitment to a major and a transfer institution at an early stage in their college careers.
- The college should develop and

Departmental Overviews

The various departments and disciplines which provide instruction for students pursuing the AAS degree are listed here in alphabetical order. Table

2.5 sets out the relationships of the liberal arts and sciences departments and disciplines to the WVC division structure on the one hand and the distribution categories on the other. Readers should seek further information by reviewing departmental

notebooks. These notebooks contain the self-studies completed by faculty members in each discipline, including the strengths, challenges and recommendations they have identified.

Table 2.5—WVC Liberal Arts and Sciences Departments, Divisions and Distribution Requirements

Distribution Requirement	Faculty Division	Discipline
Writing Skills	English	English
Quantitative Skills	Math	Math
	BIT and CTS	Computer Science
Life Skills	Physical Education	Physical Education
	Life Skills	Library
	BIT and CTS	Business Information Technology
	English	English
Humanities	Humanities	Art
		Classics
		Communications
		World Languages
		Humanities
		Music
		Philosophy
		Theatre Arts
Natural Sciences – Lab	English Science	English
		Biology
		Chemistry
		Geology
		Meteorology
	Physics	
Natural Science – Nonlab	Science	Anthropology (biological)
		Astronomy
		Biology
		Computer Science
		Geology
		Math
	Meteorology	
Social Science	Physical Education	Physical Education
	Social Science	Anthropology
		Economics
		Geography
		History
		Political Science
		Psychology
Sociology		

Anthropology/Geography

The emphasis of all anthropology courses at WVC is on understanding what it is to be human in both a biological and cultural context. This involves looking at *Homo sapiens* both objectively (thus through science) and subjectively (through different world views or cultural systems). It is also the purpose of anthropology to develop a broad range of understanding and foster a multicultural perspective about humanity.

The emphasis of all the geography courses is on human geography: developing an understanding of the complex global relationships between humans and their landscapes. The courses thus focus on places and their human inhabitants, and how the world has become organized, and in many places transformed, by human activity. They aim to improve students' mental maps by developing an understanding of *why* places and things are where they are, *what* their location means in the past, present and future, and *how* their location affects other places.

The geography courses offered at the Wenatchee campus do not constitute a department. For the past five years, the full-time faculty member in anthropology has taught an introductory class in human geography; all other courses have been taught by a well-qualified part-time geography instructor.

The backgrounds of the department's faculty members and the nature of the discipline of anthropology tie into many other disciplines and programs. One of the classes (Anthropology 201— Introduction to Biological Anthropology) is a natural science with a lab (thus in the science division), while the other anthropology classes fall into the social sciences division. Our classes have a considerable overlap with the Geology, Biology, Chemistry, Sociology, Economics, History, Philosophy and World Languages departments. They also tie in to the Tree Fruit Production program and the Nursing program.

Geography courses use maps, videos, films and overheads. The new World Regional Geography course is being offered as a telecourse with plans to develop it into a teleweb course, thus better utilizing resources available for distance

education. This course and Geography 201 have been incorporated into the curriculum as a response to requests from students for additional geography classes.

Art

The Art department of Wenatchee Valley College provides training in the visual arts and art history. The faculty endeavor to meet the needs of a variety of students, from full-time students seeking an AAS degree to more casual individuals seeking to expand their art education for personal enrichment purposes. The curriculum of the Art department is designed to meet the needs of full-time students planning to transfer to a four-year institution. It is expected that after two years, students will have the necessary background in drawing, design, art history and other necessary studio disciplines to transfer to a visual arts BA or BFA program with junior standing. Hobbyists are encouraged to enroll in continuing education classes.

Specifically, the department strives to provide:

- studio art and lecture courses to satisfy the requirements of the AAS transfer degree;
- the first two years of BA or BFA studies in art history, the visual arts and design for the purpose of transfer to four-year colleges and universities;
- the opportunity to create a professional quality visual arts portfolio;
- opportunities for students to display their work in Gallery '76 on campus, and other exhibition spaces off campus;
- opportunities for students to learn to appreciate art, think creatively and critically about art, express ideas clearly, and solve problems effectively;
- studio space and casual instruction for community members wishing to study for self-enrichment purposes; and
- cultural enrichment for the campus community and the entire Wenatchee Valley.

In 1999, the Art department was forced to move from its large facility in Sexton Hall. This

move was necessitated by the college's decision to renovate the space for a new Computer Technology and Systems program. Over the years, Sexton Hall has increasingly become the center for technology and computer-based classes. Fiber optic cabling to the building made it the most logical site for the new program. Also, up to that point in time, studio art enrollments had been weak, making the continued dedication of this space difficult to defend.

The Art department was moved to two temporary facilities—the former bookstore (drawing, design and painting) and space shared with the agriculture labs in Batjer Hall (ceramics). The relocation has created a number of challenges. With less space and more students than in the past, classes are noticeably overcrowded. Also, the ceramics program lost its high-fire gas kiln in the recent move. This has required the entire program to be revamped in order to adapt to the low-fire electric kilns. Permanent facilities will be designed and renovated in fall 2001.

Since 1996 the enrollment in studio art classes has increased dramatically. In the fall of 1999 every studio course offered filled to capacity. At the same time the number of students calling themselves *art majors* and planning to pursue four-year degrees in an art-related field has grown from two in the fall of 1996 to 27 in the fall of 1999. In the winter 2000 quarter, figure drawing was offered for the first time in five years. The newly revamped studio art schedule allows classes to better fit into the overall curriculum.

Recently the schedule of studio art has changed to be more compatible with the schedules of daily class sessions in other disciplines. This has allowed more traditional full-time students to enroll in studio classes. As enrollment increases it may become necessary to consider adding more sections of courses such as Drawing, Ceramics and Introduction to Art. Also, additional credit courses in disciplines like printmaking, sculpture and photography will likely need to be added to the curriculum.

Biology

The goals of the biology department are: (1) to provide a rigorous and contemporary education to ensure timely and successful articulation to receiving institutions, allied health and agriculture professional programs, and (2) to provide students with vital information necessary to make decisions about their health and environment.

The Biology department provides a variety of 14 courses and subdisciplines to students to choose from to meet the natural sciences distribution requirements for the AAS degree at WVC. The department also provides major support courses for the allied health programs and one important course for the Agriculture department. Biological science majors and preprofessional majors enroll in the Biology 121-123 sequence of courses (General Biology I, II, III). Allied health students enroll in the Biology 221-223 sequence of courses (Human Anatomy and Physiology I, II; and Microbiology). Agriculture students enroll in Biology 122 (General Biology II—Biology of Plants).

The course offerings of the Biology department have more than doubled in the last 10 years. The department's capacity for further growth and additional courses is restrained by classroom and lab space. There is only one biology laboratory on the Wenatchee campus, and it is heavily utilized, especially in the afternoons. Offering additional lab sections in the mornings is generally prohibited due to conflicts with morning lecture sections, especially for science majors. The Eller-Fox Science building has one office for biology faculty. Having all the biology faculty offices in one building would facilitate communication, advising, camaraderie and more.

Several computers are available for student use in the biology laboratory. Multimedia computer technology is utilized in most biology lectures. The main addition of technology in the Biology department recently has been in the biotechnology field. The newly hired faculty member is primarily a molecular biologist and has recently added some technology into the standard labs.

The expertise of faculty members and expanding demand for biology courses have allowed the department to offer an impressive depth and breadth of courses for a small college. Demand for additional biology courses, especially in biotechnology and related fields, will definitely increase. Additional lab space will be needed in order to expand the offerings in biology; a request for such space has been made to the State Board for Community and Technical Colleges.

Business (Transfer and Technical)

The business programs at WVC offer instruction in accounting and business administration for both transfer and technical students. Business transfer students are provided with a path to four-year institutions; technical students are provided with two programs of study that improve job skills and employability in business-related professions. The technical business programs also maintain a bridge to transfer for students who wish to continue their education beyond a technical degree.

The department successfully partners and integrates with other programs on campus, including computer technology, business information technology and agriculture. The Business department seeks to be responsive to community needs and works closely with its advisory committee. It has recently revised programs and curriculum to more effectively match the current realities of the marketplace and needs of students.

The primary goal of business transfer education is to provide students with learning opportunities that will allow them to successfully transfer to four-year institutions. The primary goal of business technical education is to provide students with education and training opportunities that provide both job-related skills and theoretical knowledge, adding value to current or future employment opportunities. It is also intended that all students be provided with a path to continue future higher education goals, if they so choose.

Currently, there are two full-time instructors in Wenatchee and one in Omak who take primary responsibility for most accounting and business administration courses. Each year, the Business

department offers a full selection of courses that allow students to finish their degrees. The Business department is also sensitive to the needs of evening students and offers courses on a revolving basis to accommodate these needs. Instructors on the business faculty also work with other departments and currently teach courses in agriculture (Orchard Record Keeping and Orchard Business Management) and economics (Macroeconomics and Microeconomics).

Technologies used in the department include all traditional in-class resources such as overheads, TV/VCR, PowerPoint, CD-ROM demonstrations and Web instruction. Technologies used outside of class require student use of computers for research and writing assignments, practice set applications, spreadsheet applications, and other computer-related activities. The Business department does not currently enjoy designated computer classroom space, but individual students do make frequent use of open-access computer lab time.

Advising efforts for business transfer students are cohesive and continually improving. Recently, an advising template was developed for business transfers detailing specific course requirements at the five Washington state business schools. Recent degree revisions in the technical programs have provided degrees and programs with less duplication and more transferability.

Chemistry

The Chemistry department is committed to delivering a high measure of excellence to its students in order to maximize their success in life endeavors. Chemistry courses at WVC are designed to equip students with a successful experience in chemistry, while maintaining the highest quality in education. The course work supports both the academic transfer degree and certain technical/professional programs. The department's goal is for the average student to gain enough experience, knowledge and confidence to be able to continue in further chemical studies with a very high degree of success.

The Chemistry department is committed to cooperation and interaction with other depart-

ments and professional and technical programs with the purpose of offering courses which encourage success in the other departments. Courses are designed to avoid scheduling conflicts and are offered according to a schedule that will most adequately serve students from departments such as Natural Science, Biology, Physics and Mathematics, as well as the technical and professional programs.

The presence of technology-based learning is evidenced in such things as the ability for each student to access a computer network and the Internet from their laboratory workstation. Recently, the department has been allowed to procure a new atomic absorption spectrophotometer. The addition of this instrument will greatly enhance the exposure of students to the current state of the scientific field. The most significant challenge facing the Chemistry department is acquisition of analytical instrumentation. Students at the undergraduate level need to have an early exposure to the use of advanced instrumentation.

Communications

The Communications department provides students with the opportunity to develop theoretical understanding and practical application of communication skills. The department offers a selection of four communications courses that satisfy humanities distribution requirements and/or electives for students working toward an associate's degree, as well as enhancing personal and professional life experiences. Communications courses may also be used to satisfy the communications portion of the general education requirement in many technical/professional programs. The department offers 15-17 sections per year on the Wenatchee campus and 7-8 sections per year on the North campus.

Courses are designed to give students individual attention and practical experience. In particular, the use of video recording of student speeches allows the faculty to provide an individualized and meaningful critique of student presentations. Such experiences help students to develop self-confidence and communication skills via opportunities to speak in front of peers.

In spring 1998, the communications course offerings were reviewed and an Introduction to Communication course was proposed. This course was focused on business communications rather than on public speaking or interpersonal communication. The courses currently offered are: COMM 102—Introduction to Communication; COMM 105—Interpersonal Communication; COMM 220—Public Speaking; and COMM 240—Performance of Literature.

The tenured faculty position for fall 2000 was filled as a theater arts/communications position. The new faculty member will join the college in March 2001.

Developmental Education

The developmental education program of Wenatchee Valley College serves the college's Mission and Goals by assisting under-prepared students in gaining basic skills (Goal 3). Assessment test results indicate that 40 percent of students entering WVC need development of their reading and writing skills, so this department faces a major challenge and bears a heavy responsibility. (For more information about assessment, see Standard Three.) Concomitantly, because the students are more prepared for college-level classes after they complete developmental education courses, this department plays a pivotal role in the retention of students and their subsequent graduation from WVC.

Developmental education courses address reading, writing and life skills to enable students to be successful in college academic and technical/professional study. Serving an enrollment of 700 during the 1998-1999 academic year, the program offers two levels of developmental writing, one level of writing for the workplace, one life skills, one technical reading and one textbook reading class.

The study skills portion of the curriculum is further distributed across the Wenatchee campus because the study-skills faculty give guest lectures on note taking and test-taking skills in a variety of college-level classes.

The relationship between the Developmental Education department and the English department

is fundamental because the English 097 and 098 classes are prerequisites for English 101—Composition: General. Communication takes place regularly with the transfer English faculty. Communication between developmental education faculty and other departments and student services is also important. Accurate assessment of student skills, coupled with preregistration advising, is vital to student success. Unfortunately, recognition of the role developmental education can play in the retention of students is not universal. College Reading has not been offered regularly due to lack of support in the advising arena.

On the North campus, part-time faculty members consistently teach over 75 percent of the developmental education classes. There has been little institutional support for the tutor center in Omak, which is a critical component of student success in developmental classes. The Title III grant is providing help in this area.

Earth Sciences (Geology, Meteorology and Astronomy)

The Earth Sciences department provides an initiation into the complex and ever-changing fields of geology, meteorology and astronomy through hands-on laboratories, in-depth research papers and presentations, and awareness of current events. The department endeavors to provide students of all backgrounds with a working introduction to the earth sciences and with both hands-on and other relevant experience related to the fields of geology, meteorology and astronomy. Exposure to current issues and research in science provides them with the opportunity to learn both terminology and critical thinking/problem solving skills that can be applied outside of the classroom.

Because all earth science classes transfer to all receiving institutions, this department clearly supports the goal of providing timely and successful articulation to receiving institutions. The department offers seven different classes in three disciplines: geology, astronomy and meteorology. Two of these satisfy the laboratory requirement for graduation (Geology 101, Meteorology 210) the others are considered nonlab Group B

courses.

This department makes use of traditional visualizing technology (overheads, slides, etc.) as well as more innovative technology such as the Internet and limited computer modeling work.

Each student in every class is required to demonstrate writing and research skills by completing a term project. In many cases, the student will also be asked to demonstrate presentation skills by delivering a research paper orally. Students are also required to relate the subject matter to their own lives by finding and discussing current events that relate to the class in both the print and visual media.

Economics

The Economics department provides courses which acquaint students with the economic issues frequently at the core of social and political problems locally, nationally and internationally. Economics courses serve as social science distribution requirements and electives, thereby supporting students seeking an AAS degree. WVC's economics courses articulate well with state four-year institutions.

Wenatchee Valley College offers three basic courses in economics. Introduction to Economics (Economics 101) is a *survey* course for those who have an interest in gaining an appreciation for the discipline. Microeconomics Theory (Economics 201) and Macroeconomics Theory (Economics 202) are also categorized as either social science or elective credit within the AAS degree. Any of these courses could be of benefit to the general-interest student or the lifelong learner. The overall goal of these classes is to provide students with the opportunity to gain experience which will empower them to make more rational decisions throughout their lives. The economics offerings are intended to accomplish nine specific outcomes.

English

The English department at Wenatchee Valley College provides composition and literary education to students working virtually every avenue that the college offers: technical/professional

degrees and certificates, transfer, basic skills and personal enrichment. The department contributes to the college Mission in a variety of ways. Composition courses meet the college goals of providing timely and successful articulation to receiving institutions, providing technical/professional training that prepares students for evolving job markets, and providing education and career development for those seeking basic skills. Literature courses serve the goals of providing lifelong learning and enrichment opportunities, providing cultural and intellectual education, and providing opportunities to the people for North Central Washington to understand, appreciate and value diversity of people, cultures and ideas.

The English department's philosophy reflects the belief that reading and writing will help students at both pragmatic and aesthetic levels. The philosophy reflects the faculty's belief that the individual needs and desires lifelong learning.

The English offerings are organized into composition and literature courses. The composition courses include General Composition, which transfer students follow with Advanced Composition, Critical Analysis or Research. The literature offerings include Introduction to Literature, American Literature, World Literature and Survey of British Literature, as well as Creative Writing.

The college offers distant learners four courses in English through WashingtonOnline: Composition: General, Composition: Research, Twentieth Century World Literature and Survey of American Literature.

The college has two computer labs for the use of English students, one in the dedicated English classroom and one adjacent to it—The Write Lab. A part of the composition curriculum is devoted to word processing and network operation in the writing process.

Wenatchee Valley College employs three full-time master's-prepared faculty members in English on the Wenatchee campus and one full-time master's-prepared faculty member on the North campus. The college employs between four and seven part-time faculty members in English for the district. Additionally, the college employs lab tutors, generally part-time student employees,

to assist students in the computer labs.

On the Wenatchee campus, all students in General Composition write the same final exam, prompted by *The writer in me*. Faculty members holistically score those exams. Periodically the department administers the exam *en masse* and analyzes the results to determine curricular consistency among sections. The department's procedures and results have been published by *ERIC* and presented at assessment conferences.

History and Political Science

History and political science are combined into one department at WVC. Both disciplines address the totality of the human experience and apply it to individual experience. The main force driving the department is providing students with courses which contribute to their earning the AAS degree with a body of knowledge necessary to live well. By their nature, history and political science introduce students to a wide range of ideas. Politics, economics, social issues and religion are brought together, and students are aided in finding a balance between them all. Tolerance and respect for all peoples is required, and the student is assisted in finding his/her place within a wide range of diverse situations.

The department's offerings are essential to the social science distribution requirements of the AAS degree (WVC Goal 1). The wide variety of courses and opportunities to learn about other peoples and cultures addresses Goal 7; the in-depth look at current issues and national concerns addresses Goal 5. Students learn about their place in American society and how and why the society developed and how all peoples contributed to that development. The department strives to facilitate students' growth as informed citizens and voters.

On the Wenatchee campus, the History and Political Science department has one full-time tenured instructor, one full-time tenured instructor who teaches history as a portion of his teaching assignment during the fall and spring quarters, and one adjunct faculty member who has been with the institution for eight years. On the North campus, the department has several part-time faculty members who teach a limited range of the department's offerings.

The History and Political Science department offers a wide variety of courses tailored to transfer to the baccalaureate institutions, meet the needs of Running Start students for classes that count toward both high school diplomas and college credit, and reflect the diversity of the population at the college's two campuses.

Recently the history classrooms added mounted TV/VCR monitors, and this has been a tremendous asset. The classrooms are limited to 30 students in one room and 40 students in another, and the space regained by mounting the video equipment was noticeable.

Humanities

Humanities courses serve the Mission and Goals of Wenatchee Valley College as a vital ingredient in its liberal arts program which seeks to enhance the intellectual and aesthetic growth of its students. Humanities courses provide transfer students, technical/professional students and general education students with an introduction to significant creative experience, cultural values and the material accomplishments of all humankind.

Humanities courses offer students an opportunity to broaden their awareness and definition of *being human*. Humanities students do this by honing their critical thinking skills, improving their cultural literacy, fostering interpretive thinking, expanding their appreciation and understanding of the arts, increasing their awareness of perennially significant philosophical ideas, and gaining awareness of the collective psychology that shapes human creativity.

Because there are no academic prerequisites for humanities courses, anyone may enroll in humanities courses and be introduced to the significant arts and ideas that form the cornerstones of culture in Western civilization.

The humanities instructor and students on the Wenatchee campus benefit from an invaluable resource: Gallery '76, an on-campus art gallery with rotating professional exhibits in a variety of visual media.

In the future, WVC's humanities offerings should develop beyond the traditional offerings

focusing on the European tradition to facilitate students' understanding and appreciation of extra-European contributions to the humanities. The college should either offer and promote an additional humanities course focusing on arts and ideas outside the European canon or revise and expand the two civilization courses to include arts and ideas outside the European tradition, dropping *Western* from the title and course description.

Mathematics

The Mathematics department faculty members work together to ensure students receive a quality mathematics education. The department reaches a large population of students who are diverse in their educational goals and in their ethnic and economic backgrounds. The department provides preparatory courses for technical/professional programs as well as prerequisite courses for successful and timely transfer to specific majors at the receiving institutions. Student success is the highest priority in the department.

The department provides quality student services (Goal 6) with tutoring by faculty members daily in two reserved classrooms and by assisting in the recruitment of work-study students for the Tutor Center. During the fall 1999 quarter, 93 percent of students responding to an informal written survey indicated that the math course experience had been a positive one.

Six instructors teach mathematics full-time; four other full-time instructors teach in the Mathematics department as a portion of their teaching assignment. The department also has 12 part-time instructors. Goal 11, "Invest in the professional development of faculty and staff essential to the vitality of the educational community," is satisfied by fostering a professional atmosphere, by supporting attendance at the Washington State Community College Mathematics Conference as well as other math conferences, and by keeping in close contact with part-time instructors to promote uniform quality.

The Mathematics department is responsible for all math classes from developmental mathematics to post-calculus courses including Differ-

ential Equations and Linear Algebra. The department works as a cooperative enterprise to ease the transition for students between developmental and college-level courses. To achieve this, the full-time math instructors teach classes at all levels, often sequentially, so students can remain with a familiar instructor. The full-time instructors work to balance and rotate teaching assignments by cooperatively developing each quarterly schedule.

The department requires the use of a graphing calculator in classes numbered 105 and higher, and scientific calculators in classes numbered below this level. Over 100 graphing calculators are available for students to borrow.

Through the library, the Mathematics department makes available to students and instructors videos that augment class instruction and demonstrate concepts and problem-solving. Some courses include videos as part of the regular classroom curriculum.

Music

The Music department is committed to helping each student discover and nurture his/her academic and musical potential and to encourage the pursuit of excellence and the expression of self through music. Music courses at WVC can be used to meet distribution requirements in the humanities or to provide elective credits for those wishing to complete the AAS degree. All WVC courses are paralleled at all Washington state community colleges. Music transfer courses designed to meet the needs of declared music majors/minors preparing to transfer to four-year institutions include Music Theory 106/107/107, Sight-Singing and Ear-Training Music 131/132/133, and all performance ensemble courses and individual instruction courses.

Performance classes provide an opportunity for students to connect on many levels: musical, social and aesthetic. Numerous aspects of timing, skill, knowledge, intuition, sensitivity and physical coordination demand that the ensemble members become team players.

The Music department and faculty frequently interact with community groups through performances with the Wenatchee Valley Symphony, the

Columbia Chorale, the Woods House Conservatory of Music, local churches, high schools and service clubs.

The WVC Chamber Choir (Music 170/270) was created to offer select students an opportunity to perform advanced concert literature. Quarterly jury exams and student music recitals have been implemented in an effort to monitor off-campus individual vocal and instrumental instruction. An increasing number of music students are transferring to four-year institutions.

Philosophy

Philosophy courses introduce students to the world of ideas, especially those ideas which have made lasting impacts on politics, ethics, religion and science. Philosophy courses emphasize the ability to think, analyze and make rational decisions. All five philosophy courses offered at WVC satisfy the distribution requirement in the humanities or can provide elective credits and lifelong learning and enrichment opportunities for any student.

The basic Introduction to Philosophy course introduces students to the various branches of philosophy, including metaphysics, ethics and epistemology or the theory of knowledge. The multicultural aspects of our history are introduced by focusing on philosophers from the Greek, Roman, North African, European and American traditions. Other philosophy courses focus on the specific topics of ethics, religion and logic. The ethics course is required for transfer into business, pre-law and nursing at several universities.

The philosophy classes provide an excellent foundation for students continuing in philosophy, as evidenced by individuals reporting their transfer experiences. However, the high need for introductory courses does not leave much time for courses such as philosophy of religion, world religions or other sophomore-level courses. The lack of a beginning logic course is also unfortunate.

Physical Education

The Physical Education department takes a holistic approach to education. This involves the

integration of the physical, psychological, intellectual, cultural, social and spiritual components of optimal health and fitness. The department endeavors to provide individuals with the accurate information and motivation necessary to make informed decisions concerning positive (proactive) lifestyle, fitness and personal health behavior.

The Physical Education department serves the mission of WVC pertaining to basic skills and liberal arts with a variety of physical education activity courses, Red Cross First Aid certifications and the personal wellness course taught both on the Wenatchee campus and via telecourse.

The curriculum includes high-quality transfer courses for physical education majors or minors. Coaching theory classes are available for students seeking a coaching minor at the four-year level. Pre-transfer or pre-major options are available in sports medicine and athletic training for students transferring into athletic training, fitness management or exercise science at the four-year level. With the development of the pre-major options and the revival of the physical education majors and minors courses, the physical education curriculum effectively supports the college's Goals 1, 2 and 3.

Physical education courses are open to students and community members for college credit, audit or through continuing education. The department has also provided regional and community leadership by teaming up with the local *Community Sports Council* to secure grants for speakers and coaching certification courses for youth sport coaches of all regional sports and sport leagues.

When the AAS degree was amended in 1997, a long-standing, four-credit transfer degree physical education requirement was dropped in favor of the current three-credit life skills requirement. Formerly, students seeking to earn the AAS transfer degree were required to take the three-credit Personal Wellness (PEH 180) course and at least one credit of a lifetime fitness class.

The immediate impact was that the Physical Education department dropped six sections of PEH 180. The other change was that instead of targeting lifetime fitness courses, any physical

education activity course could be used to satisfy the requirement.

Prior to the degree change, 85 percent of students graduating with an AAS degree satisfied the physical education requirement (waivers had been allowed for any student over 25 years of age). With the new degree implemented in the fall of 1997, the percentage of students taking physical education classes to satisfy the life skills requirement has dropped to 76 percent.

Personal Wellness (PEH 180) is the only physical education lecture course to be an alternative for the life skills component of the transfer degree. It is a requirement for completion of the Chemical Dependency Studies degree. PEH 180 is also taught using the telecourse format. There are currently no other physical education distance learning courses available from WVC.

Physics

The Physics department is committed to quality education in science and developing in all students an appreciation of the presence of science in everyday life. Students in the department are able to fulfill the laboratory science requirement for the transfer degree or use the courses for elective credit. Two yearlong sequences, one algebra-based and one calculus-based, are offered for science and engineering transfer students. A single-quarter survey class is also provided to general transfer and technical/professional students who need the specific concepts related to their future employment without the mathematical rigor of the yearlong sequences.

Within given time constraints, the range of classes offered by the Physics department is designed to provide all students with the opportunity to learn as much as possible about the fundamental physical laws by which the universe operates.

On the Wenatchee campus, the physics classes with a lab component meet for four 50-minute lecture sessions each week as well as one two-hour lab session. Scheduling for these classes is coordinated with the Math department and the other science departments to ensure that transfer

students in specific majors can enroll in all necessary courses each quarter. With the completion of the new science lab at the North campus in fall 2000, labs will be able to be on campus for the first time. Also, sufficient equipment has been purchased for comprehensive training in physics in this new facility.

The physics curriculum is reviewed every three years as required by instructional policies. Physics courses are not currently offered in a distance learning mode as the curriculum is not conducive to this format. Physics 115, Survey of Physics, is one possible exception, but the need has not been evaluated.

Psychology

The Psychology department serves as an integral part of the college's transfer program, which strives to ensure timely and successful articulation to receiving institutions. The department also provides students with knowledge, skills and attitudes which will help them to live their lives more effectively. All courses are designed and taught to meet student needs. More specifically, the department's overall goals and objectives are partially accomplished within the context of the cognitive domain. Here, students are provided with psychological terms, theories, issues and experiences which encourage analysis, synthesis and critical evaluation of information so as to add to their knowledge base and/or change their existing thoughts and behaviors.

The psychology faculty includes one tenured full-time (teaching psychology courses exclusively), two additional tenured full-time (teaching psychology courses on a part-time basis) and numerous part-time faculty members. Professional degrees range from masters to doctoral levels.

The WVC Psychology department continues to grow in the number of courses and student enrollment. The Psychology department provides 100- and 200-level courses on both the Wenatchee and North campuses. In addition, Psychology 101 is offered in an online format (WAOL). No WVC psychology courses have been or are currently scheduled to be taught over the WHETS, K-20 or telecourse formats.

The Psychology department strives to use a variety of instructional methods in order to help address the differing learning styles and needs of students. Instructors work closely with the Special Populations office to ensure that instruction is provided in accordance with the Americans with Disabilities Act for students with documented disabilities.

Decisions regarding which courses and times they are offered are primarily made by the full-time faculty members and administrators. However, part-time faculty members also have input.

Sociology

The purpose of the Sociology department is two-fold. First, sociology courses emphasize understanding and living in society—its operations, its diversity, its problems and its opportunities. This is done in the context of a rapidly changing world which is increasingly confusing in its heterogeneity and cultural ambiguity. Second, the department teaches students about the *science* in social science. That is, it teaches scientific reasoning and methods as they are applied to society. The students gain critical thinking and observation skills which will help them make informed choices and have an appreciation and understanding of scientific methods.

The core courses are Principles of Sociology and Social Problems. Four other, more specialized courses serve as elective credits: Introduction to Social Work, Sociology of Women, Sociology of Race and Ethnic Groups, and Sociology of the Family. The Introduction to Social Work class contributes to WVC's Goal 2, as it is designed as an orientation to the broad field of social services, helping students to make career choices in a very diverse field.

The sociology curriculum was systematically reviewed in 1997. At that time the Sociology of Race and Ethnic Groups course was added and Introduction to Social Work was put into the schedule on a regular yearly basis. The Sociology of Women was added in fall 1999 and, so far, is taught only at the North campus. This is due to the expertise of the faculty at that location. The introductory course is also available through

distance learning as a video course and through WashingtonOnline as a Web-based course.

Theatre Arts

For many years the Theatre Arts department at WVC had both strong curricular offerings and exciting productions. In the last five years, productions emphasized children's theatre and therefore attracted an enthusiastic audience of children and parents. Students had an opportunity to be involved in all aspects of production, including set design and construction, costuming, staging, lights and sound, and promotions.

Currently, theatre arts is at the lowest point of its existence at WVC. Two years ago, the one theatre arts instructor asked to be relieved of responsibility for productions. The course offerings were decreased, due to lack of student enrollment and the cessation of regular productions used by classes as laboratory experiences. For one year after that, the student organization, Characters of the Knight, continued productions with a successful run of *James and the Giant Peach* in winter 1999. An adjunct communications instructor was willing to direct the play, and the faculty advisor of the club contributed a tremendous amount of time and energy to set design and production elements. In 1999-2000, however, the time and energy needed for a major production was in short supply without the participation of a full-time theatre arts faculty member.

Upon the retirement of the incumbent instructor, a national search was conducted for a new theatre arts/communications instructor. The new instructor will begin work at the college in March 2001. The description for this position lays out the expectations for rebuilding the production side of a theatre arts program. During the hiatus of the program, new storage areas for costumes and props were constructed and an office for the new instructor was renovated. The full slate of theatre arts courses will be revived as the interest in the program grows.

World Languages

The study of languages provides access to cultures, literatures and ways of thinking other than that of the mainstream English-speaking community of North Central Washington. In some cases, language study supports communication with those who do not speak English well or at all. It also makes travel experiences more meaningful and enriching.

At WVC, *world languages* is an umbrella designation for the currently active programs in German, Latin and Spanish, as well as for the intermittently active programs in Classics, French, Greek, Japanese and Salish. The World Languages department offers transfer courses in various languages as a central complement to the associate's degree program (humanities distribution and electives), as well as providing language instruction in world languages to the community at large. It also offers some nontransfer courses designed to help students with Spanish grammar and conversation.

The department consists of 1.5 full-time instructors and an average of about four adjunct faculty members at any given time. There is no department head, coordinator or chairperson. Departmental decisions tend to be made collaboratively through consultation among the full-time instructors and the Director of Liberal Arts and Sciences.

The general goal of the World Language department is to encourage students and prospective students to develop an understanding and a liking for other cultures, languages and learning in general, as well as facility in using specific languages. The department is energetically involved in distance learning—particularly the use of interactive television, which is considered more adaptable and appropriate than pre-recorded telecourses or online instruction or for teaching the language skills of listening and speaking. Long-term plans include using the K-20 network to support and expand the German and Latin programs. One instructor in the department has been trained in using the K-20 system.

Two dialects of Salish and one of the Nez Perce people (Native American languages) are offered on the North campus when there is sufficient student interest. This program has been developed and is offered in conjunction with the Colville Confederated Tribes, headquartered in Nespelam, Washington. The Language Preservation Program, an arm of the tribes, determines when classes are offered. A new course, Classics 100—The Greek and Latin Elements of English, has been approved and added to the WVC Catalog and is to be offered for the first time in spring 2001.

PART 3: Associate of Technical Sciences Degrees Technical/Professional Certificates

Overview

Wenatchee Valley College is the main technical training facility in North Central Washington and has a strong reputation in the community. Technical/professional programs successfully support the college's Mission and Goals by providing training that prepares students for evolving job markets. The division recognizes that the achievement and maintenance of high-quality programs is the primary responsibility of an accredited institution; hence, the division recognizes that evaluation of technical/professional educational programs and their continuous improvement is an ongoing responsibility. As conditions and needs change, the division continually redefines for itself the elements that result in educational programs of high quality. Advisory groups with business and industry representation are an important component of the evaluation and improvement process.

The technical/professional area of the college strives to promote student success through college-level programs of learning that highlight knowledge and competencies specific to recognized fields of study. All technical/professional programs at WVC have planned and implemented programs of learning within industry standards. This requires dedication to ongoing review and evaluation of program content and delivery for continuous quality improvement.

Purpose

The technical/professional division is primarily responsible for producing well-trained, highly skilled individuals for the labor force. The division accomplishes this by offering training in the following categories:

- Short-term, on-demand workforce education
- Certificated workforce education programs
- The Associate of Technical Science Degree (ATS)
- Technical/professional degrees intended for professional preparation and/or transfer to four-year institutions

Description

Programs

There are 18 technical/professional programs at Wenatchee Valley College that offer Associate of Technical Sciences degrees. One-year certificates are available in 14 fields. Certificate programs of shorter duration are available in several areas. The curriculum of some programs is being modularized so that the college can offer short-term training certificates to meet employment training needs of business and industry and the career needs of individual students. Currently, the Residential Construction program curriculum is being modified in this way.

A list of all programs added or deleted during 1990-2000 is included as Appendix 2.9.

Table 2.6 identifies the technical/professional programs offered by WVC in 1999-2000.

Table 2.6—WVC Technical/Professional Programs, 1999-2000

PROGRAM	CERTIFICATE	ATS DEGREE	UNIVERSITY ARTICULATION
Accounting	X	X	
Agricultural Programs			
Tree Fruit Production		X	
Washington Tree Fruit Program			X
Tree Fruit Integrated Pest Management			X
Orchard Business Management	X		
Hispanic Orchard Employee Education Program	X		
Integrated Pest Management Technician	X		
Allied Health Programs			
Chemical Dependency Studies		X	
Health Care Assistant	X		
Medical Laboratory Technology		X	
Nursing	X	X	X
Radiological Technology		X	
Emergency Medical Technician	X		
Nursing Assistant	X		
Automotive Technology	X	X	
Business (General)	X	X	
Business Information Technology	X	X	
Computer Technology and Systems Programs			
Network Administration		X	
Software Development		X	
Computer Technician Certificate	X		
Early Childhood Education	X	X	
Environmental Systems and Refrigeration Technology	X	X	
Fire Command Administration		X	
Fire Science		X	
Industrial Electronics (new in fall 2000)		X	
Manufacturing Technology		X	
Natural Resources (new in fall 2000)	X		
Residential Construction		X	

During the 1990s, an average of 230 students graduated from WVC with a technical or professional degree or certificate each year. Table 2.1 in Part 1 above lists the number and proportion of WVC graduates who earned technical or professional degrees or certificates. Table 2.7 gives a program-by-program breakdown of the certificates and degrees granted in the past 10 years.

Program Development (2.A.3)

The technical/professional area of Wenatchee Valley College strives to serve the community through provision of programs that provide a highly skilled workforce. As the economy of the greater Wenatchee area and its surrounding region changes, the college has responded to the dynamic requirements in the workforce. For example, the Automotive Technician program and the Residential Construction program both recently underwent major curriculum revision to

meet current demands for the job market. Program development grows from needs assessment and data gathered from many sources.

Partnerships

WVC relies on the expertise of industry partners, area agencies, labor organizations, area K-12 school districts, four-year institution partners, program advisory committees and community members for development and evaluation of technical/professional programs. WVC's list of partners (Appendix 2.10) is extensive, spanning the district's 10,000 square miles. Suggestions for development of new programs come most frequently from the local business communities.

A recent example of this was the development of the Health Care Assistant program in direct response to specific employer requests. Several local health care agencies donated funds for this program's development and implementation.

Table 2.7—Technical/Professional Certificates/Degrees 1990 - 2000

Degree/Program Titles	#
Accounting	101
Associate Degree Nursing	484
Automotive Technology	47
BIT/Office Admin/Office Tech/Computer Applications	332
Business	2
Chemical Dependency Studies	69
Computer Technology Systems	11
Early Childhood Education	15
ESRT/Refrigeration Technology	77
Fire Command Administration	3
Health Care Assistant	23
Management & Supervision	80
Manufacturing Technology	6
Marketing & Sales	35
Medical Lab Technolgy	105
Orchard Business Management	3
Practical Nursing	507
Radiologic Technology	171
Residential Construction	29
Ski Area Management	26
Ski Instructor	5
Tree Fruit Production	105
Watershed Restoration	5

Table 2.8 gives details of the courses and sections offered and students enrolled for each of the technical/professional programs at Wenatchee Valley College in 1999-2000.

Table 2.8—WVC Technical Programs—Courses, Sections, Students and Faculty 1999-2000

Department	<i>Number of Courses</i>			<i>Number of Sections</i>			<i>Number of Enrollments</i>		
	NC	WC	<i>Total</i>	NC	WC	<i>Total</i>	NC	WC	<i>Total</i>
Agriculture	3	24	24	3	35	38	41	358	399
Automotive Technician	0	19	19	0	27	27	0	154	154
Business Information Technology	27	28	31	63	72	135	748	860	1,608
Business Administration	14	16	16	26	33	59	286	584	870
Chemical Dependency Studies	13	14	14	18	19	37	67	240	307
Computer Technology and Systems	3	7	8	3	10	13	41	159	200
Early Childhood Education	17	17	19	23	22	45	261	310	571
Electricity	0	6	6	0	6	6	0	71	71
Environmental Systems and Technology	0	20	20	0	24	24	0	156	156
Fire Command Administration	0	5	5	0	5	5	0	36	36
Fire Science	0	10	10	0	14	14	0	115	115
Health Care Assistant	6	14	14	7	15	22	35	121	156
Health	1	3	3	4	12	16	45	188	233
Manufacturing Technology	0	11	11	0	16	16	0	47	47
Medical Laboratory Technology	2	16	16	2	22	24	6	200	206
Nursing	17	17	18	19	20	39	208	359	567
Radiologic Technology	0	27	27	0	34	34	0	423	423
Residential Construction	0	4	4	0	5	5	0	33	33
Welding	0	3	3	0	11	11	0	150	150

NC = North Campus, WC = Wenatchee Campus

In the spring of 2000, WVC received a *Best Practices* award for development of the Hispanic Healthcare Worker curriculum that will be implemented during the 2000-01 year. Plans have also been initiated to design curricula for the native Spanish speaker in Early Childhood Education, Residential Construction and Computer Technology.

Industry Skills Standards

Industry skills standards for each program in the technical/professional area has been a goal of the college. Many programs incorporate industry-based competencies that have been developed and revised over the years. Some of these include national standards from organizations such as the National Automotive Technician Education Foundation (NATEF), the National Accrediting Agency for Clinical Laboratory Sciences, the National League for Nursing Accrediting Commission, the Joint Review Committee on Education in Radiological Technology, and the proposed National Certification in Construction Education and Research.

Program Advisory Committees

Program advisory committees are actively involved in setting the direction of technical/professional programs. Advisory committees are an important component of Wenatchee Valley College technical/professional training.

The State Board for Community and Technical Colleges requires an advisory committee for each technical/professional program or program cluster. SBCTC policies (see Exhibit 2.10, Advisory Committee materials) define requirements and recommendations for advisory committees, including the following:

- Membership must be composed of equal numbers of employees and employers representing local business, labor and industry.
- A minimum of two advisory committee meetings must be held in each calendar year.
- The appointment process should strive to ensure representation of gender and cultural diversity.

The general function of advisory committees is to serve as advisors to technical/professional programs. Committees provide important information about current employment trends and skill demands to help ensure the curriculum keeps pace with evolving job markets. Committees may advise the college on issues such as appropriate facilities and equipment for training, skills standards and industry certifications, identification of qualified instructors, program accreditation, and employment opportunities for students.

Colleges are responsible for providing training for advisory committee members. Wenatchee Valley College's advisory committee training process was updated in 1999. Each year, a joint meeting of all advisory committees is held in October to welcome prospective and current members and update them on college and legislative activities. Individual advisory committees will review their own memberships and implement appropriate changes and will review their program of work and make suggestions for improvements that will be considered for implementation during the upcoming school year. The college has also developed a handbook for committee members and chairpersons outlining advisory committee responsibilities. Exhibit 2.10.

Wenatchee Valley College currently has 18 advisory committees, as listed in Table 2.9. Membership rosters are presented in Exhibit 2.11.

Collaborating with Other Educational Institutions

WVC's partnership with the local educational service district in the development of the proposed Community Technical Education and Nursing Center and in the development and articulation of Skills Center programs is an example of the involvement of educational partners in WVC's technical/professional programs. K-20 articulation enables students to seamlessly transfer from high school to WVC and on to specified four-year institutions, such as Washington State University and Central Washington University. Tree Fruit Production, Manufacturing Technology, Automotive Technology and Allied Health are some of the programs that have benefited by articulated instruction.

WVC is the lead agency in the regional Tech Prep Consortium that includes the college and 10 high schools from throughout the district. Articulation of courses and programs among the consortium partners has been an emphasis of the Tech Prep movement since its inception.

Approval Process

As each technical/professional program is developed, it first is presented in concept to the Curriculum Committee. The committee provides guidance in the steps that must be followed to have the program approved. Then the faculty members and administrative director involved in the program submit a *Notice of Intent* to the State Board for Community and Technical Colleges. This notice includes information about the need for the program, the intended content and outcomes, and expected number of students per year. The SBCTC posts the notice of intent for all colleges to see and react to. In general, because of WVC's isolation from other colleges and, hence, the lack of competition involved, its notices of intent are rarely challenged. Forms and procedures for SBCTC approval are presented in Exhibit 2.12.

The college then proceeds through a process of comprehensive needs assessment, establish-

ment of an advisory committee, development of curriculum and identification of potential qualified faculty members. This program proposal is forwarded to SBCTC where it will be reviewed prior to approval. Simultaneously, the program proposers take the program proposal through the college's Curriculum Committee to the Instruction Council. If approved by all of these bodies, the program comes before the President's Cabinet for approval and adoption.

Program Development at the North Campus

Employer demand is currently being reviewed for Wenatchee Valley College's North campus in Omak. In the past year, the former Watershed Restoration program was restructured into the current Natural Resources Technician program. It was implemented summer-quarter 2000, and is being used to retrain workers from the wood products industry. The Early Childhood Education program has also been reactivated and is filling a community need for trained childcare workers. Residential Construction is another program being considered for implementation. Chemical Dependency Studies, Nursing and various Business programs are the backbone of

Table 2.9—WVC Technical/Professional Program Advisory Committees

- Accounting Technician
- Agriculture
- Automotive Technician Training
- Business Information Technology
- Chemical Dependency Studies
- Computer Technology and Systems/Computer Science
- Early Childhood Education
- Environmental Systems and Refrigeration Technology
- Fire Service Education
- Health Care Assistant
- Manufacturing Technology
- Medical Laboratory Technology
- Nursing
- Radiologic Technician
- Residential Construction
- Tech Prep
- Worker Retraining

the technical/professional offerings at the North campus.

Program Assessment

Continuous quality improvement plans for technical/professional programs are developed in a variety of ways. Advisory committees, with business and industry representation, are an important component of the evaluation and improvement process. These committees are made up of a broad representation of community members and professionals in industries specifically linked to each program. Advisory committee members provide firsthand knowledge of industry skill standards, career progression and employment opportunities.

Other means of quality improvement involve faculty members within the specified divisions of the technical/professional area. Division faculty members meet regularly to discuss curriculum and policy changes presented through the Curriculum Committee and Instruction Council. The divisions also discuss issues relevant to their programs of learning. Each division has a representative on the Instruction Council. In some areas, division meetings have provided a means for benchmarking student outcomes.

In fall 1999, the technical/professional division met as a group and developed a vision statement, intended outcomes and means of assessment. (See Appendix 2.11, technical/professional vision, outcomes and assessment criteria.) When results of the newly adopted assessment process have been collected and analyzed, they will be used as a basis for discussion of teaching and learning approaches as well as for programmatic directions. See Appendix 2.12, *Technical/Professional Division 5-column model*, for a sample of ongoing assessment.

The technical/professional area of the college utilizes postgraduate surveys as a major means of assessment. Examples of survey tools used by some of the programs are located in the exhibits. The data collected from both employers and students after graduation is used to plan curriculum revision and development of updated skill sets. (2.C.8)

Faculty (2.C.7)

Twenty-four full-time faculty members plus four administrative directors are employed on the Wenatchee campus to teach in and administer the technical/professional programs. Depending on the time of year, approximately 34 adjunct and part-time faculty members teach there. On the North campus, five full-time and approximately 17 part-time faculty members teach in these disciplines.

Appropriate instructor credentials provide another method of ensuring quality education. Technical/professional instructors are encouraged to take advantage of professional development opportunities to maintain their level of expertise in their fields. Full-time academic instructors are required to hold a master's degree; full-time technical/professional instructors are not held to this standard, but they must have significant training and experience in the field in which they teach. While a master's degree is not required, many of our technical/professional instructors do hold advanced degrees; several have earned doctorates.

Wenatchee Valley College's technical/professional faculty members are experts within their disciplines. All submit a professional improvement plan that includes industry-based professional development to enhance their understanding of the changing role of professional and technical education in the 21st century. See the supporting documents for Standard Four for more details.

Faculty members follow this plan as part of the technical/professional certification process, and all technical/professional faculty members are expected to stay current with industry trends and technology. They are encouraged to attend industry-specific regional and national training conferences, participate in skills standards training institutes and take advantage of *Return to Industry* opportunities. *Return to Industry* grants are funded by the State Board for Community and Technical Colleges and provide opportunities for instructors to spend time shadowing and mentoring within their industries during the summer months. Each summer several faculty members participate

in this valuable program, which greatly enhances classroom instruction.

Technical/professional faculty members maintain vocational certification and participate in campuswide and communitywide activities to promote technical/professional education throughout North Central Washington.

Recently, many technical/professional faculty members have sought continuing education activities to develop instructional skills using multimedia. The introduction of distance education has necessitated a new type of professional development for the faculty. In order to teach courses via distance education technology, instructors must learn how to modify curriculum and how to operate the technology. Curriculum is currently being developed for Industrial Electronics courses that will be taught through Internet courses with a local laboratory component. Two instructors who were on sabbatical to study distance education during the 1999-2000 school year will be sharing their expertise with the entire faculty.

Degree Requirements

Associate of Technical Sciences degrees range from 90 to 148 required credits. Nursing, Medical Laboratory Technician and Radiologic Technology have the highest numbers of credits because of clinical requirements and summer schedules of classes. The college catalog (p. 55-96) provides a detailed description and a suggested course sequence for each of the ATS degrees.

The technical competencies for each degree have been established through the program development and approval process detailed above. Many requirements are dictated by external accrediting bodies or by business and industry need.

General education requirements for all programs of more than one year in duration include communication skills, computational skills and interpersonal relationship skills. Many programs suggest that students take transferable courses such as English 101 – Composition:

General, Math 105 – College Algebra, and Communications 105 – Interpersonal Communications. Other programs specify the general education courses that have recently been developed specifically to support technical programs. These include English 100 – Writing in the Workplace, Math 100 – Technical Math, or Business 115 – Technical Work Relations.

Many of the technical/professional programs incorporated the *umbrella outcomes* developed by the college faculty in 1992 as guides to curriculum review and development.

Tech Prep

Tech Prep is a national initiative articulating technical instruction in high schools and community colleges. In some cases, this articulation extends to a baccalaureate degree. Students may begin preparation for a specific technical/professional field while in high school and continue with the program at Wenatchee Valley College and other community colleges throughout the state. They receive WVC credits for high school credits taken without losing credit or duplicating courses. Articulation agreements are individualized for specific programs in particular high schools; the number of credits transferring varies with each program. In 1999-2000, agreements were in place between Wenatchee Valley College and 10 area high schools covering 12 technical program areas. Details on specific programs and high schools are in Exhibit 2.13. A Tech Prep Advisory Committee provides a direct link between the program and local business, labor and education leaders (see Exhibit 2.11 for current membership).

Wenatchee Valley College technical/professional programs also have a working partnership with the North Central Washington Skills Center. The Skills Center is a technical training center located in Wenatchee for students in grades 11 and 12 or ages 16 to 21. The Skills Center is operated by the Eastmont School District and serves students from Wenatchee, Eastmont, Chelan, Manson, Entiat, Waterville, Cashmere and Cascade high schools. In addition to Tech Prep articulation agreements for student progress

and transfer, the college and Skills Center also share use of facilities. Skills Center students in Automotive Technology use the college's automotive lab space; the college's Manufacturing Technology program is taught in the Skills Center's specially equipped shop.

Cooperative Work Experience

The cooperative work experience (CWE) program allows students to earn college credit through on-the-job experience. Students participating in work experience related to their educational and career objectives, whether paid or unpaid, may qualify to earn CWE credit under the supervision of an employer. Students must be enrolled concurrently in another Wenatchee Valley College course. Credit requirements are described on page 36 of the college catalog.



Analysis and Appraisal

Strengths

- The division has experienced faculty members who are experts in their disciplines.
- The division has improved in quality and diversity of technical/professional educational offerings.
- The division provides unique programs that serve the community's employment trends.
- WVC's administration believes in the importance and value of technical/professional education as integral to the mission of the college.
- WVC's infrastructure supports technical/professional education program outcomes.
- WVC encourages and supports entrepreneurial efforts in the technical/professional programs to respond to the needs of the community.
- Program needs are assessed according to factual input and demographic statistics.
- The technical/professional division enjoys a diverse population in their programs.

- Curriculum designs are implemented to offer multiple points of entry and exit.
- Articulation agreements exist that promote a seamless education.

Challenges

- Recruiting and adequately compensating qualified faculty members is an ongoing challenge.
- Facilities and space to maintain and expand technical/professional programs are always of concern.
- Acquiring new equipment to keep current with business and industry standards is another ongoing challenge.
- It can be difficult to secure funding sources for start-up programs in the technical/professional area that are not tied to welfare reform.
- Low enrollments in some programs are of concern.
- The rapid changes in business and industry make it very difficult for instructors to keep their expertise and skill levels current and to keep the departments' curricula up to date.
- It is difficult to provide appropriate technical/professional instruction throughout the district's large and diverse service area.

Recommendations

- The division should continue and strengthen its efforts in formal analysis of industry needs.
- The division should explore coalitions with industry and other educational institutions to enhance wise use of resources.
- The division should enhance effective program development through utilization of statistical analysis. Assessment should be highlighted as an inherent and integral component of all technical/professional programs. As part of this effort, the division should plan and carry out a yearly follow-up survey of program graduates.

- Workload schedules and alternate salary resources to improve availability of qualified faculty members should be evaluated.
- More efforts may be needed in marketing technical/professional programs and recruiting students.
- Individual departments need to be motivated to see their roles as fulfilling the comprehensive mandate of the community college system. Every department should contribute to ABE/ESL programs, the transfer program, workforce training and continuing education.

Program Descriptions

The following sections provide a brief overview of each technical/professional program. Detailed information on each program, including full-time and part-time faculty members, curriculum, *5-column models*, and data on enrollment and student outcomes are found in the program notebooks. A program notebook for each technical/professional program is available in the exhibit room.

Agriculture

The Agriculture department was formed in 1985 as a response to the request from Washington's \$1.5-billion tree fruit industry for providing postsecondary education. The tree fruit industry is the driving force in the North Central Washington economy. Since its inception, WVC's Agriculture department has grown to include one associate degree program, two fully articulated bachelor of science programs with Washington State University, one certificate-bearing continuing education program for professional orchardists, and two certificate-bearing workforce education programs. The department has grown from one to five full-time faculty and staff members. The department serves an average of 150 students each year from throughout the U.S. and around the world and has expanded beyond the bounds of its service district by partnering with other institutions worldwide. The department

has the largest undergraduate pomology program in North America.

The WVC programs are located in the heart of the Pacific Northwest tree fruit producing area, the nation's largest apple-, pear- and cherry-growing region. This provides unique opportunities for partnering with many components of the tree fruit industry. Utilizing the industry's personnel, academic and professional resources, and facilities enhance the programs. The programs' close association with the tree fruit industry and their reputation for academic excellence help attract out-of-state and international students, which provides a broader educational experience both for visiting scholars and local students.

The mission of the Agriculture department, developed by the faculty and staff in conjunction with the industry advisory board, is to:

- Assess the educational needs of Washington's tree fruit industry and develop programs to meet those needs;
- Provide leadership in postsecondary agricultural education; and
- Partner with other institutions, agencies and organizations worldwide.

The Agriculture department is perhaps unique at WVC in that its educational programs support four of the college's primary goals:

- Goal 1: Provide a transfer program to ensure timely and successful articulation to receiving institutions;
- Goal 2: Provide technical/professional training that prepares students for evolving job markets;
- Goal 3: Provide education and career development for those seeking basic skills; and
- Goal 4: Provide continuing lifelong learning and enrichment opportunities.

The Agriculture department currently offers six programs of study:

- Washington Tree Fruit Program, Articulated Baccalaureate Degree;
- Tree Fruit Integrated Pest Management Program, Articulated Baccalaureate Degree;

- Tree Fruit Production Program, Associate of Technical Sciences Degree;
- Orchard Business Management Program, Certificate of Completion;
- Integrated Pest Management Technician Program, Certificate of Completion; and
- Hispanic Orchard Employee Education Program, Certificate of Completion.

The department has been successful in garnering extramural funding. Over \$370,000 has been secured, primarily from competitive grants, for educational program development. Cash and in-kind donations in excess of \$450,000 has been received over the past 15 years for development of the lab orchard. Both the Orchard Business Management program and the Hispanic Orchard Employee Education program were started with soft-money grants. A \$1 million endowment supports the department's director's position.

Agriculture faculty members represent a diverse range of backgrounds in academic preparation, private sector work experience, areas of expertise and culture. The department maintains two teaching and demonstration orchards totaling 55 acres that provide hands-on opportunities for learning state-of-the-art agricultural practices. Classroom and lab space on campus, however, is not currently adequate to the program's needs. Planning is underway for new facilities for agriculture programs with construction funds expected through a capital projects allocation from the state Legislature in 2000-2001.

In 1987, the WVC Agriculture department received the RJR Nabisco/State Department of Agriculture Excellence in Technology Award for the Western Region. In 1988, the U.S. Secretary of Education recognized the Tree Fruit Production program as the best vocational education program in the United States. In 1997, the Hispanic Orchard Employee Education program was recognized by the American Association of Community Colleges and the U.S. Department of Labor as one of the top two incumbent (currently working) worker training programs in the United States.

Automotive Technician Training Program

The Automotive Technician Training program prepares students for entry-level employment as service technicians in the automotive service industry. The curriculum is arranged into two levels, with first- and second-year classroom and laboratory experiences structured according to the National Automotive Technician Education Foundation (NATEF) competency model. Every student is exposed to all areas within the service industry as established by the NATEF. As students progress, they may focus upon specialties within the NATEF parameters. This flexibility helps support WVC's Goal 2: "provide technical/professional training that prepares students for evolving job markets."

Courses are taught using a competency-based mode of instruction, with competencies defined by NATEF. The learning process emphasizes actual, demonstrated learning objectives. Student achievement is based upon demonstrated ability to perform written and psychomotor activities. Individualized student lesson packets provide the learner with a comprehensive sequential guide to all written, research, audiovisual and laboratory competencies. Examples are in the Automotive Technology program notebook.

Students are assessed on their abilities working both individually and in teams. Students are included in the procurement of components and are encouraged to interact with any customers, which promotes interpersonal relationship skills. The instructional style is a blend of many methods ranging from self-paced learning modules to lecture/demonstration or any combination of the above.

The program has formed a strong alliance with the North Central Washington Skills Center and currently conducts classes with secondary and postsecondary students concurrently occupying and utilizing the existing automotive laboratory on the WVC campus. This facility is outstanding and has been improved since the 1990 accreditation review with an excellent heating and lighting system.

The Automotive Technology program achieved NATEF accreditation in early 2000. Program graduates will now be certified by the National Institute for Automotive Service Excellence. ASE-certified graduates are in high demand by industry employers. The accreditation process was accomplished through a high degree of collaboration among the program faculty members, advisory committee members and industry representatives.

Business Information Technology

The emphasis of Business Information Technology (BIT) courses is skill development and practical application of business and computer concepts and theories. The BIT department was created for academic year 1999-2000 by combining the previous Computer Applications and Office Technology programs. Students graduating in spring 2000 earned degrees and certificates bearing the previous program names; students graduating in 2001, the second full-year of the new combined program, will earn degrees and certificates specifically listing BIT.

The BIT department is designed to meet the needs of Wenatchee Valley College students of all types: transfer, technical/professional, basic skills and continuing education. BIT provides life skills distribution electives and *gray area* electives for students working toward an AAS degree, as well as introducing members of the community to the world of computers. The BIT department provides general education courses to satisfy requirements for the ATS degree. BIT also provides students with the necessary business skills for initial employment, as well as the master skills in computer software. Graduates of the BIT program can demonstrate proficiency in practical accounting, word processing and a wide variety of software applications.

Several factors led to creation of the new BIT department. Students of the previous Computer Applications and the Office Technology programs were vying for similar types of office jobs. The college also recognized the need to improve students' computer skills at all levels. After conducting a community business training needs

survey in 1997, the administration and a special joint Computer Applications and Office Technology Advisory Committee made the decision to combine the two programs, with the specific goals of raising the entry-level salaries of WVC graduates (one of the performance measures set by the state Legislature) and to improve the computer expertise of all WVC students. A one-year Word Processing Specialist certificate and a two-quarter Basic Office Skills certificate of completion were also created at this time to meet needs specifically identified by the survey of local businesses.

During 1998-99, two instructors created and wrote new course outlines and syllabi and tentative quarterly and yearly schedules for the entire new BIT program. The revised program was accepted by the Curriculum Committee in spring quarter of 1999, and the first new classes were offered in the summer following. The advisory boards of the two earlier instructional programs combined into one, which has been very influential in helping focus the new program.

Business Information Technology completed its first full year in June 2000. During this initial period the BIT instructors have assessed every phase of the program: textbooks, class schedules (times, places and quarterly choices), instructors, content and names of courses. Syllabi are standardized, so all students reach the same intended student outcomes regardless of which instructor teaches a class. Program evaluation and improvement will be ongoing, with the first year as baseline data.

The BIT program on the Wenatchee campus uses three classrooms in Sexton Hall equipped with student computers, two VCRs, two projectors and three screens. The North campus has two classrooms with student computers, and classrooms with two projectors, two screens and a VCR. Students also have access to the college library computers and computer labs.

Chemical Dependency Studies

The Chemical Dependency Studies (CDS) program in the Allied Health division prepares students for entry-level positions as substance

abuse counselors in a variety of settings. There is an increasing demand for chemical dependency counselors statewide. Wenatchee Valley College's program meets the requirements of students aspiring to be certified Chemical Dependency Professionals, along with the continuing education needs of those already practicing in the field of substance abuse. Graduates of this program serve as counselors, program managers, agency directors, intervention specialists in the public schools, social workers and private therapists. Their services to the community include work in individual counseling, family counseling, youth service and prevention/intervention.

The CDS program offers two options: the Associate of Technical Sciences degree and a certificate of completion. The courses for these programs are designed to meet the requirements codified in the Washington Administrative Code. Effective February 1997, a two-year degree or its equivalent and 1,500-2,500 hours of supervised experience are required to qualify as a Chemical Dependency Professional (CDP).

Core competencies for the education of chemical dependency counselors have been established, and these are used as a curriculum guide for WVC's program. The requirements established by the state Department of Health (DOH) in WAC 246-811 also guide the program's curricular efforts.

The program is also designed to enable the graduate of Chemical Dependency Studies to transfer to a university for completion of a baccalaureate degree. The WVC Chemical Dependency Studies program has an articulation agreement with The Evergreen State College to facilitate a seamless education in this field. Central Washington University and Eastern Washington University allow selected course subjects from this degree to transfer.

The CDS program began in 1995 in response to requests from local employers and labor-market projections. Currently there is one full-time CDS instructor, who provides most of the instruction and has collateral duties as the program director. Adjunct faculty members are hired as needed. A number of health and human service

agencies in the Wenatchee area provide the talent pool for part-time instructors.

Classes are made available at the North campus through the K-20 interactive video connection. This allows for the college to provide the CDS program, along with the degree if desired, to students living in remote areas where qualified instructors are difficult to find. The CDS program has also videotaped classes for the benefit of distance learners.

Teaching style follows the works of William Glasser, using *Quality Schools* and *The Quality School Teacher* as the guidelines for presentations and style. The classes are portfolio classes. All students develop a learning portfolio specific to a specified course.

The CDS Advisory Board is an integral component of the program. The board is recruited to represent community interest and expertise and provides feedback to the program regarding curricular content, employment trends and the professional roles of a chemical dependency counselor. The board has also enhanced collaboration between local agencies and the CDS program at Wenatchee Valley College.

Computer Technology and Systems

The purpose of the Computer Technology and Systems (CTS) department is to help students develop theoretical understanding and practical application of computer networking and programming skills. The department provides specific education courses to satisfy degree requirements and/or electives for students working toward a degree. The 100- and 200-level CTS courses may or may not transfer to a senior institution for students working toward a four-year degree. Students majoring in computer science can complete part of the lower-division requirements for their majors. The department also provides technical and liberal arts students with the opportunity to learn computer/networking skills that will enhance their professional technology life experiences.

Four classrooms in the recently renovated area of Sexton Hall on the Wenatchee campus are

the primary facilities for CTS classes. Each classroom is equipped with computers, a VCR, projector, screen and whiteboards. Two of the classrooms employ computers fitted with removable hard drives, which allows for quick changeovers to different student configurations of each machine. An instructor computer is connected to the overhead projector to allow for demonstrations of practical examples. Students have access to the college library and, through the computer labs, access to the Internet. Technologies employed vary according to the course being presented, but currently include Microsoft operating systems and programming tools.

The CTS department has two full-time faculty members and several part-time instructors. The department offers a selection of courses on the Wenatchee campus.

ATS in Network Administration

The ATS in Network Administration is intended to prepare graduates for entry-level network administration and analyst positions in the business community, as well as for matriculation into a bachelor's degree program in the same or related field. The network administration track includes course work in basic hardware maintenance, network fundamentals, client operating systems, network servers, applications programming, electronic messaging servers, data structures, Web content development and network protocols.

ATS in Software Development

The ATS in Software Development is intended to prepare graduates for entry-level programming and analyst positions in the business community, as well as for matriculation into a bachelor's degree program in the same or related field. The software development track includes course work in network fundamentals, client operating systems, applications programming, data structures, Web-content development and network protocols.

Computer Technician Certificate

The Computer Technician Certificate is intended to prepare students for entry-level network administration and analyst positions in the business community. This certificate track includes course work in basic hardware maintenance, network fundamentals, client operating systems, network servers and Web-content development.

Early Childhood Education

The Early Childhood Education (ECE) program was originally structured to provide training for child-care providers, both in family-home and center settings. For several years it offered limited classes that did not lead to a degree or certificate. Responding to a demonstrated need in the community, a comprehensive core program has been developed, which accommodates a more thorough curriculum and allows students to complete the course work required for the child development associate (CDA), a one-year certificate of proficiency, and a two-year ATS degree. As part of the program, students are required to complete a prescribed number of hours of supervised practicum and observation in cooperating community programs, both public and private, which offer service, care and education to young children from birth through eight years old.

The purpose of the ECE program is to provide the community with a quality workforce which meets the state and national standards of care and education for young children in a variety of settings. Those environments include child care (in-home and center-based), preschool (Head Start, ECEAP, special education, infant/toddler, private and parochial), kindergarten through third grade (noncertified workforce) and before- and after-school care.

The ATS program offers ECE students a two-year technical program founded on knowledge of child development and influenced by recent brain research. All classes are based on the principles of developmentally appropriate practice, respectful family relationships and the professional ethics of

the early childhood profession as established by The National Association for the Education of Young Children (NAEYC).

The curriculum provides instruction in child development and brain research; healthy and safe environments; nutrition; guidance leading to self-management; partnering with families; creating developmentally appropriate curriculum and environments; diverse needs; emergent literacy, math and science; movement and motor development; arts and the creative process; literature for children; issues and trends affecting children; family/professional relationships; observation and assessment of children's behavior and learning; and practical application of principles and philosophy in a variety of early childhood settings.

Course content is presented through mini-lectures, large- and small-group presentations and projects, research papers, oral presentations, written examinations, written observations and application projects, field trips, and practicum experiences. Articulation agreements with area high schools are in progress.

The ECE program has a half-time program director overseeing the program on both the Wenatchee and North campuses; this position was created in summer 2000. Part-time instructors who are professionals in a wide variety of settings teach the majority of courses and bring an important breadth of experience and knowledge to the program.

Environmental Systems and Refrigeration Technology (ESRT)

The Environmental Systems and Refrigeration Technology (ESRT) program is a technical and industrial instructional program to prepare students for a career working with environmental systems and related businesses that serve the refrigeration, air conditioning and heating industries.

The ESRT program is organized to offer students the option of a one-year certificate of completion or a two-year ATS degree. The courses are offered sequentially, beginning in the fall of each year. Course work includes a combi-

nation of lecture and laboratory classes. Student contact time in the program is about 50 percent lecture and 50 percent lab time. Students are encouraged to gain work experience within the refrigeration industries between the first and second year of the ATS program. They also have the option to participate in cooperative work experience during the school year to supplement their training.

The shortage of trained workers in the refrigeration industries creates a very high demand for Wenatchee Valley College students from this program. The labor market is such that many students complete only part of the ESRT program and then leave to take jobs. The ESRT advisory board has been working with the program staff to develop recruitment and retention strategies. Several local employers are offering monetary incentives to students who complete the entire ATS degree program. Improving student retention is a major program goal.

Fire Service Programs

In cooperation with the Washington State Fire Service Education Association, the Fire Service Education program at Wenatchee Valley College provides education opportunities for North Central Washington consistent with fire service standards and technical degree programs throughout the state.

Wenatchee Valley College is one of 12 state community colleges and technical schools to offer an entry-level degree and fire officer degree. Both degree programs are designed according to the state standardized curriculum, which is in turn based on National Fire Protection Association (NFPA) professional qualification standards. Cooperation and partnerships with local fire departments and districts, the North Central Washington Region Six Training Council, the Eastern Washington Interagency Training Committee, the Washington State Fire Protection Bureau, and the Washington State Fire Training Center contribute to coordination and standardization of quality instruction for firefighters and emergency service personnel at Wenatchee Valley College.

The Fire Science program is the entry-level degree for firefighters; Fire Command Administration is a professional development degree for individuals with prior experience in the field. Both are two-year programs listed in the WVC Catalog.

A Fire Service Education Advisory Committee and part-time program director provide administrative and organizational support for the degree programs and a forum for policy and procedure recommendations. The Fire Service Education Advisory Committee is made up of college staff members, representatives from public and technical/professional education, a wide variety of fire service officers, and personnel representatives of state, regional and local fire service agencies and organizations.

The program director serves as representative to the Washington State Fire Service Education Association, chairs the Advisory Committee, coordinates the course curriculum and delivery, and serves as student advisor for fire service education. Courses are taught by qualified part-time instructors. The program director recommends specific course assignments; the Director of Technical Programs has the final authority concerning selection and approval of instructors.

ATS in Fire Science

The Fire Science degree has been designed to provide entry-level personnel with an opportunity to acquire general education and manipulative skill training through a state standardized curriculum. The Fire Science degree is based on National Fire Protection Association (NFPA) professional qualification standards. These are performance standards for basic-level firefighter skills. Washington State Firefighter Qualification Standards are consistent with these performance standards.

While the required support courses are offered on campus, most of the Fire Science core courses, emphasizing manipulative skill training, are arranged off campus where local agencies can provide fire training facilities, apparatus and equipment appropriate for this instruction.

ATS in Fire Command Administration

The Fire Command Administration degree has been designed to broaden the technical skills and professional development of fire service personnel. The program exposes students to specialized areas of the profession and prepares students to progress to supervisory, command and administrative positions in the fire service. Most of the Fire Command Administration courses are taught on campus on weekends. However, a number of creative delivery methods are employed, including course sponsorships by fire service agencies or regional councils, fire station classrooms, variable schedules, partnerships with other community colleges, or course offerings through local conferences and conventions.

Health Care Assistant

The purpose of the Health Care Assistant (HCA) program is to prepare students to serve the greater community through employment as medical assistants—multiskilled health professionals who function as members of the health care delivery team and are able to perform a variety of administrative and clinical skills. Thus the program reflects WVC's Goal 2: "to provide technical/professional training that prepares students for evolving job markets."

The HCA program was created in 1996 at the request of several area health care organizations. Health care providers throughout the college district readily employ Wenatchee Valley College's HCA graduates.

The HCA program is a four-quarter program which can be completed in one year by full-time students or over two years by part-time students. Students receive education and training in both administrative and clinical competencies as mandated by American Association of Medical Assistants (AAMA) accreditation standards. The curriculum of the HCA program is based upon the AAMA's Medical Assistant Role Delineation Chart with a strong emphasis on the entry-level competencies. Graduates are awarded a certificate of completion from the college and are eligible for state and national certification. National

certification requires successful completion of the AAMA certification examination, which is offered twice a year. Medical assistants who pass this exam may use the title Certified Medical Assistant (CMA).

All students are strongly encouraged to complete the entire program. However, in keeping with the college's goals of serving the changing needs of our community, it is also recognized that some individuals desire to complete only a portion of the program to strengthen their skills on other jobs. As an example, a few students have chosen to complete the first two quarters of the program and then seek employment in administrative medical areas. In addition, a partnership is underway with the Business Information Technology (BIT) program, which allows some of the BIT students to complete several of the HCA courses to strengthen their knowledge and skills for the medical office environment.

To increase accessibility, the HCA program is offered in the evenings and on Saturdays. This allows students to continue working during regular daytime hours while pursuing their education.

For the past two years the HCA program was offered on both the North and Wenatchee campuses. The decision was recently made to end the program at the North campus because of low enrollment.

Following extensive evaluation in 1999 when it went through the initial accreditation process, the HCA program was awarded initial accreditation from the Commission on Accreditation of Allied Health Education Programs as recommended by the Curriculum Review Board of the AAMA. The program meets the high standards required to earn national accreditation and enables graduates to sit for the national certification examination.

Industrial Electronics

Wenatchee Valley College is instituting a new Industrial Electronics program in fall 2000. This program is an outgrowth of the Environmental Systems and Refrigeration Technology (ESRT)

program and will focus on training for employment as maintenance electricians and electronic technicians. Both entry-level training and advanced skill improvement for plant electricians and other employees will be incorporated into the program curriculum, as requested by area employers. SBCTC approval for this program was received in August 2000.

Industrial Electronics will offer two programs of study: a certificate of completion and an ATS degree. The program is a collaborative effort between Wenatchee Valley College and Bellingham Technical College. Bellingham Technical College will offer the fundamental electronics courses for the program via the WashingtonOnline (WAOL) Web-based distance delivery system. Students will receive classroom and lab instruction on the Wenatchee campus.

The program will initially share existing lab facilities for ESRT and other technical/industrial programs at Wenatchee Valley College. The ESRT program director will oversee the Industrial Electronics program through the start-up phase. Grant funding is being sought to help with the costs of establishing an electronics laboratory.

Manufacturing Technology

The goal of WVC's Manufacturing Technology program is to provide training to individuals with aptitude and interest in metalworking skills to meet the labor-market demand in the Wenatchee Valley. This is accomplished by providing students with:

- clear and assessable skills in verbal and written communication;
- a foundation in problem-solving techniques and processes;
- skills and confidence to process mathematical answers to obtain practical results;
- the ability to process statistical data used in quality-control applications in a manufacturing environment;
- skills and foundational knowledge to accomplish light fabrication and welding;
- basic manual machining skills using

tactile manipulations of production machinery;

- basic understanding of and experience in casting nonferrous metals;
- experience and basic knowledge in designing and servicing pneumatic and hydraulic systems;
- skills and experience in producing production parts using a computer-controlled machining center;
- skills and experience in design and development of three-dimensional models using computer software;
- skills and experience using three-axis software to create tool paths and computer-aided machining data for production parts on a computer-controlled machining center.

The program has a core curriculum in math, English, electricity and computer-assisted design. It prepares students to perform basic shop skills including bench work and the use of lathes, milling machines, drill presses, grinding equipment and computer-numerically controlled (CNC) machine tools to cut and form metal to extreme precision. Program students can earn either a one-year certificate of completion or the two-year ATS degree.

Wenatchee Valley College developed the Manufacturing Technology program in 1997 in response to local industry demands for skilled workers and in conjunction with the North Central Washington Skills Center. The first students enrolled in 1998 and graduated in the spring of 2000. Courses are offered sequentially, beginning in the fall of each year. Course work includes a combination of lecture and laboratory classes, and students are encouraged to gain work experience within the manufacturing industry between their first and second year in the program. The classes are held at the North Central Washington Skills Center, which is located at Olds Station, an industrial park area in Wenatchee. Classes are held both during the day and in the evening.

Medical Laboratory Technician

Wenatchee Valley College's Medical Laboratory Technician program (MLT) provides in-depth training in a great variety of scientific laboratory procedures that aid in the detection, diagnosis and treatment of disease. The program works in cooperation with over 30 hospitals and clinics in Central and Eastern Washington. In addition to offering the ATS degree, the MLT program articulates with the Bachelor of Science Degree in Medical Technology through Central Washington University.

The MLT program is accredited by the National Accrediting Agency for Clinical Laboratory Science. The program undertook a thorough self-study in preparation for re-accreditation, which was granted in October 1998. This accreditation qualifies MLT graduates to take the national certifying examination offered by the American Society of Clinical Pathologists. Upon successful completion of this examination, graduates are certified to work in most states of the U.S.

The MLT program receives a summary report on graduates from the Board of Registry, a national certifying examination body established by the American Society of Clinical Pathologists. Of the 1999 MLT graduates, 78 percent passed the examination. The pass rate is of some concern. The program expects a greater number passing this examination in the future as a result of curriculum changes recently instituted.

The MLT training program has a two-year training sequence, eight quarters in length. During the preparatory first year, the students take general education courses, predominately in the sciences of biology, microbiology and chemistry. Specialized, one-credit MLT courses are also taken at this time. All of these first-year courses are designed to provide a solid base for the second year. The entire second year of the program is dedicated to the in-depth development of the theoretical knowledge base, as well as the hands-on skills requisite of an entry-level MLT.

MLT instruction is offered throughout the college's three-county service district. Utilizing

the state's Interactive Television (ITV) classroom system (K-20 system) as well as more traditional telecourses, the program is also offered at several distant, regional sites throughout Eastern Washington. This supports the college's Goal 2 by meeting the needs for individual training and workforce development within the district's diverse economic and ethnic communities and beyond.

The MLT program is a unit of instruction that is part of the Allied Health division. The division meets monthly to communicate issues of concern and to communicate needs through appropriate channels in the college system. The MLT program faculty meet weekly to evaluate and revise curriculum, to formulate and revamp policies, and consider other varied issues. The college employs one full-time and three part-time faculty members in the program. The full-time faculty member also serves as the program director. Currently there are 20 FTE students in the program.

Physical facilities for the MLT program were greatly improved with the building of the Eller-Fox Science Center. This facility includes a separate, dedicated classroom/laboratory with support areas exclusively for the use of the MLT program.

Natural Resources Technician

The Natural Resources Technician program is being offered beginning fall 2000 due to requests from Okanogan County employers. The program, previously known as Watershed Restoration, was inactivated several years ago, but changing regulations and a need for additional retraining opportunities for workers from the wood products industry make it feasible to offer a restructured program.

The program is four quarters in length, leading to a certificate of completion. Natural Resources is being offered on the North campus in Omak. A full-time program coordinator/instructor position for the program was filled in summer 2000. Agencies assisting with program revision include the state Department of Natural Resources, the Colville Confederated Tribes, the

Okanogan Irrigation District, JTPA and Okanogan County WorkSource.

Nursing

The Nursing program at WVC prepares students to serve the greater community through employment as licensed practical nurses and registered nurses. As such, the program's philosophy, goals and outcomes reflect the college's Mission and Goals. Graduates are readily employed in a variety of health care settings throughout the college district.

The program maintains accreditation through the Washington State Nursing Care Quality Assurance Commission and the National League for Nursing Accrediting Commission. In 1995 these two agencies conducted an extensive joint appraisal of WVC's Nursing program. See Exhibit 2.5 for the results of this appraisal.

As of fall 1999, the Nursing program implemented a major curriculum revision that was approved through the college and the Washington State Nursing Care Quality Assurance Commission. The revision includes changes recommended by the accrediting agencies during the last site visit. It also reflects participation in a statewide nursing education articulation model developed by the Council of Nurse Educators in Washington (CNEWS). This model documents prerequisite and support courses for nursing education in the state of Washington that provide a core of general education instruction for the student. This model includes course requirements in written and oral communication and quantitative reasoning. The Nursing program at WVC adheres to the articulation model's guidelines to enhance articulation in nursing schools in Washington state from the practical nursing level through master's level nursing education.

Terminal outcomes for student learning have been developed and provide a measurement for assessment of student achievement in the program. Learning outcomes in each unit of instruction have been developed and are progressive, leading to the terminal outcomes. The outcomes emphasize the development of a sound knowledge

base, critical thinking and clinical competence. Student results indicate that graduates achieve the outcomes of the program successfully. Employer surveys for the 1997 and 1998 registered nursing graduates indicate a high degree of satisfaction with the graduates. Licensure examination scores for the graduates of 1999 included a 100-percent pass rate for the practical nursing examination and a 90-percent pass rate for the registered nursing examination, above the national average.

The Nursing program is organized into two levels of nursing education designed from key organizing concepts. Progressive organizing concepts are taught sequentially, with skill improvement developed over time. Pervasive organizing concepts, such as *caring*, are consistently woven throughout the curriculum. The organizing concepts stem from the Nursing program philosophy statement. The first level of the Nursing program reflects outcomes consistent with licensed practical nursing; the second reflects outcomes consistent with registered nursing.

This *ladder curriculum* permits students to enter and graduate in two categories: as practical nurse graduates with a certificate of completion and as registered nursing graduates with an ATS degree. Graduates of the practical nursing level are eligible for entry into the registered nursing level of the program

The Nursing program is a unit within the Allied Health division. The division meets monthly to receive and provide information from instructional administrators and to provide feedback on instructional issues that come from the monthly Instruction Council agenda. All full- and part-time faculty members who teach in the program are part of the Nursing Faculty Organization, which meets frequently during the academic year to review and revise curriculum, to develop and revise program policies, and to discuss any other matters of interest.

The Nursing program at Wenatchee Valley College serves students on both campuses. The college employs five full-time master's-prepared faculty members to serve the district program in addition to the program director, who functions as

the area administrator for the Nursing and Allied Health programs. The director has carried a small instructional load in addition to administrative duties. This enables the program to serve students with a variety of specialty experts within the discipline of nursing. The college employs between four and seven part-time faculty members on a quarterly basis as needed to provide the appropriate clinical experiences for students. The faculty/student ratio does not exceed 1:12 in clinical sites to meet the requirements of the Washington State Nursing Care Quality Assurance Commission. In the rural setting in Omak a faculty/student ratio of 1:6 or 1:8 is considered appropriate, depending on the clinical affiliate.

Nursing Assistant

Wenatchee Valley College's Nursing Assistant program uses a competency-based curriculum to achieve learning outcomes. The program has two essential and related purposes. First, it prepares individuals to function as first-level caregivers in a variety of settings, particularly long-term care and similar facilities that serve geriatric clients. Graduates are eligible to take the certification examination for nursing assistants. Approximately 30 percent of the nursing assistant graduates take the certification examination; the pass rate for these students has been consistently over 90 percent.

In addition, the program is designed to support the Nursing program as a prerequisite course and prepares students to enter the Wenatchee Valley College Nursing program described above. About 80 percent of the students who complete the Nursing Assistant program go on to enter the LPN/RN program. About 30 percent of the students enrolled in the LPN/RN program work as nursing assistants as they progress through that curriculum.

The Nursing Assistant program is separately organized for the Wenatchee and North campuses. The Director of Nursing and Allied Health serves as the program director for both programs on each campus site at the request of state officials. The Nursing Assistant program is accountable to the Aging and Adult Services Administration of the

state Department of Social and Health Services, and both programs maintain accreditation through this government body. Both programs were reviewed in the fall of 1998, at which time the curriculum was revised to meet current state guidelines. Accreditation for the programs was awarded in fall of 1998 through fall of 2000.

The Nursing Assistant program is a unit within the Allied Health division. Each campus site employs an instructor for each program. The faculty/student ratio does not exceed 1:10 in clinical sites, in keeping with state requirements.

The Nursing Assistant and Nursing programs use the same spaces and facilities throughout the district. The faculty members of the Allied Health division cooperate in room scheduling and equipment use to provide instruction in the program.

The Nursing Assistant program is only called a *program* for purposes of state accreditation. For internal college assessment and planning purposes, it is generally considered part of the overall Nursing program. The nursing faculty members evaluate the effectiveness of the Nursing Assistant program as they work with the students.

Radiologic Technology (Rad Tech)

The Wenatchee Valley College Radiologic Technology program, in close cooperation with clinical education centers, is committed to providing proficient, caring radiographers. The program's mission, goals and outcomes are designed to prepare students to become qualified Registered Radiologic Technologists to enter the job market. In addition, the program provides students with abundant learning opportunities, which prepare them for success in passing the American Registry of Radiologic Technologists (ARRT) National Board Examination.

The program integrates didactic and clinical components to ensure progression toward program goals and student outcomes. This is accomplished by completion of all didactic requirements in the first year before assignment to clinical practice during the second year. Competency-based objectives are in place for both the first and

second years of the program to ensure that students are able to form independent judgments and apply the fundamental theories involved. Support courses are also required to ensure that students will be able to effectively interact in a culturally diverse world.

The clinical sites for the Radiologic Technology program include two sites in Wenatchee, one in Omak, two in Moses Lake, one in Pasco, one in Kennewick and one in Moscow, Idaho. Qualified radiographers at each site supervise clinical learning experiences.

The Radiologic Technology program is reviewed and evaluated according to the requirements of the Joint Review Committee on Education in Radiologic Technology (JRCERT). The most recent accreditation process conducted by JRCERT was in the spring of 1999. The program also receives data related to graduate performance on the national exam (ARRT). The pass rate for the 1998-1999 graduates was 89 percent. The program also evaluates itself through annual graduate and employer surveys.

The program's organizational and administrative structures support the learning needs of its students through adequate staffing of faculty and administration. These are sufficient to support the learning outcomes that have been identified for students. The program has one master's-prepared faculty member who also serves as program director. The program director carries a full instructional load in addition to the added responsibilities required by JRCERT. The current program director has held the position since 1985. Besides the program director, the program has one full-time didactic program faculty member and one part-time faculty member. The full-time instructor also serves as clinical coordinator.

On-campus instruction is provided in a classroom and an energized laboratory. The laboratory meets the state Department of Health radiation safety regulations.

All policies for the program support the mission statement and goals of the program. Policies are reviewed annually by the program faculty and the advisory committee to ensure they support the mission statement and goals of the

program as evidenced in the annual report to JRCERT. The policies are made available to students in the Radiologic Technology Student Handbook and in the clinical handbook.

Residential Construction

The Residential Construction program at WVC is a two-year ATS program designed to provide students with opportunities to learn the rudimentary concepts of residential construction carpentry. Students acquire the elementary knowledge and manipulative skills necessary to find and maintain continued employment in the construction industry. The program also provides local construction contractors with a labor pool of potential employees who possess the requisite entry-level aptitudes and abilities.

Program students come from widely diverse cultural, economic and academic backgrounds. Student success is a prime consideration; therefore, when students' ASSET test scores indicate a need for remedial studies, they are strongly encouraged to take basic skills classes prior to enrolling in the program.

Students are evaluated by written exams for technical knowledge and by performance evaluations based on their skill proficiency, attitude and adherence to safety standards and regulations. Because safety is of paramount importance, there have been no serious accidents or injuries during the 20-plus years of the program's existence.

Delivery of pertinent curricular material is achieved by a variety of methods including lecture and lecture with audiovisual enhancements. Open discussions and reviews assist students in reinforcing the instructional concepts. Technical instruction is augmented by skill-development projects that range from simple mockups in the classroom to off-site community construction projects. Over the past 10 years program students have built five residential structures funded by the Wenatchee Valley College Foundation.

To better fit the needs of students and employers, the program is being revised to an internship model beginning in fall 2000. Students

will gain hands-on experience with a variety of contractors. In addition to learning construction skills, students will also learn firsthand about job expectations and practices. The curriculum and accompanying internships will be modularized to allow students with short-term training needs to develop competency in a specific area such as framing or foundations.

Tangible program resources include a relatively wide variety of hand and power tools and equipment acquired over the years. Another important resource to consider is the assistance that the program receives from the community. Area contractors, vendors and concerned citizens engage in a very supportive role that greatly enhances the ability of the program to provide quality educational opportunities for the students.

To the extent that modern technologies are available, appropriate and feasible, they are integrated into the program. Future changes being considered for the program will rely on the use of new technologies to a greater extent than in the past.

PART 4: Basic Skills Programs

Overview

The Basic Skills Program at WVC encompasses the Adult Basic Education (ABE) and English as a Second Language (ESL) programs. These programs offer competency-leveled courses in reading, writing, math, English as a second language, computer literacy, general educational development (GED) preparation, and citizenship skills. Students may enroll in these courses to improve family literacy, self-sufficiency and transition to higher education and/or progression to technical/professional training programs that lead to successful employment. Districtwide in the academic year 1998-99, approximately 2,000 student enrollments were supported through these courses. In this section, the terms *basic skills* and *ABE/ESL* are used interchangeably.

Purpose

The purpose of all basic skills efforts at Wenatchee Valley College is to assist under-prepared students to gain the skills necessary for success in meeting their goals. Instruction and other services emphasize students' rights, their responsibilities to family and community, abilities to adjust to the changing world through gaining skills for independent action and accessing needed information, and critical thinking abilities.

The ABE program recognizes and reflects the principles of adult learning. It is understood that

learning is most successful when learners' social, emotional and academic needs are considered. Therefore, students' skills, experiences and interests are utilized as the basis for the program within the context of the Washington State Adult Literacy Core Competencies. The program also focuses on assisting students in becoming efficient and effective lifelong learners.

Description

A full-time director, who reports to the Executive Dean of Instruction, administers the ABE/ESL program, Continuing Education and Workforce Development programs. Office assistants and program specialists (some of whom are bilingual), faculty coordinators and a computer technician comprise the support team for students and instructors. Four full-time equivalent and approximately 50 adjunct or part-time instructors provide instruction and academic advising in this programs throughout the district.

This mix of faculty members requires the department to be very creative in developing and implementing instructional programs. Providing consistent instruction with this number of adjunct and part-time faculty members requires a great deal of attention to faculty recruitment and training. The college seeks to employ instructors with adult literacy credentials and experience, but this is difficult in this large, rural district. Instructors also must be sensitive to the needs of the dynamic, multicultural student population served by these programs. (2.C.7)

The need for basic skills instruction is great.

Illiteracy and unemployment numbers are high throughout the WVC district. The large minority population is the target market of WVC's ESL program. The majority of the students enrolled in ESL are of Hispanic origin, coming from a large pool of seasonal, mostly nonmigrant workers. Most of this population is under-prepared educationally and employed in low-paying, seasonal jobs.

Since students needing basic skills preparation are throughout the three-county service area, numerous outreach sites have been established to provide better and more accessible instructional programs. Each quarter, the department provides programs at approximately 12-15 sites depending upon student need, budget and facility availability. Many of these programs are provided through partnerships with local community-based organizations such as the Washington State Employment Security Department, United Methodist Church, Oroville School District, Orondo School District and Head Start.

The Adult Basic Education program is evaluated through the use of student, instructor and community input. The program provides both oral and written opportunities for evaluation by all of these constituency groups. The Washington Adult Basic Education Reporting System (WABERS) is also compiled quarterly to provide systematic data on student progress and completion, demographic data, and other such data as required by the Washington State Office of Adult Literacy. These evaluations help determine if relevant classes should be added, if class times and locations should be changed, and if content and possible changes in presentation methods should occur. (See Exhibit 2.14, WABERS data from 1998 - 2000.)

While this evaluation process is used to help determine instructional program need, budget allocation does not always support this overwhelming student need. In recent years, the State Board for Community and Technical Colleges has diverted literacy funding to support specialized funding, thus redirecting some of the funds once used for general public literacy offerings. This budget redirection supports new and innovative literacy programming for special populations; however, it also creates a gap for funding or

support of overall or general literacy offerings. If general college funds are used to fill the gap, other instructional activities must be curtailed. New budget resources are always being sought to fill that gap.

Analysis and Appraisal

Strengths

- Wenatchee Valley College's Basic Skills program is unique, due to the diverse population and the extensive geographical area served.
- The ABE/ESL program recognizes its commitment to providing quality education to the majority of people who request it by providing classes in outlying sites throughout the 10,000 square miles of WVC's service area.
- The two main program components, ABE and ESL, work together closely not only in location but through communication among instructors, which makes transitions from one program to the other easy for and in the best interest of students.
- Partnerships with businesses, schools, agencies, industries and public service organizations provide the much-needed access to these workforce literacy programs.

Challenges

- Securing funding resources to support the basic skills programs is a continuing challenge since most of the funding is through state and federal grants.
- The need for basic skills education is extensive and complex. For example, it is a considerable challenge to create and maintain programs to meet the needs of seasonal agricultural workers throughout a three-county region.
- Increased awareness is needed to show the value and benefits to students that the

ABE/ESL programs provide. ABE/ESL students contribute to their own communities and to the enrollment of the college. An increasing number of ABE/ESL students are transitioning into college classes, graduating and going on to both improved employment and transfer universities.

- It is often difficult to find qualified instructors with expertise or qualifications in the ABE/ESL fields.

Recommendations

- Dedicated space should be made available for basic skills classes. A large classroom to accommodate 30-40 students is needed so multilevel classes can be better accommodated.
- The college should seek more grants and other funding to support ABE/ESL to continually meet the need of instructional preparation for a community that has a high need of literacy training.
- More provision for faculty training regarding diversity and multicultural education should be offered.
- Additional full-time faculty members should be hired.
- The college should ensure greater student access to resources and technology in an attempt to improve student attendance and retention. Since technology impacts everyone, it is imperative that basic skills students have equitable access to keep up with technology skills.
- The department recommends a wider and fuller range of classes to meet students' needs and/or interests.
- The college should supply textbooks for each student to ease and support learning. Currently students share books and cannot be required to purchase books by federal law.
- The department should develop procedures for supporting instructors in remote sites with assessment activities.

PART 5: Continuing Education

Overview

The continuing education program provides lifelong learning and enrichment opportunities by offering self-support, short-term, noncredit educational programs and activities. These programs and activities include professional and technical training, community enrichment, senior citizen's enrichment, children's enrichment, computer training, and business and industry training. These short-term programs and activities provide relevant training and community educational opportunities to the community at large, whether it is an individual consumer seeking increased work skills or enrichment or a business seeking employee training. Districtwide in academic year 1998-99, the program served an enrollment of 2,539 students (total enrollments—many students took more than one offering).

Purpose

The purpose of the continuing education program is to provide short-term relevant training and educational programs to meet the needs of the community. To accomplish these goals, activities and instructional programs are developed and implemented to support preparing individuals for the job market, providing wage and skill improvement for currently employed people, enabling the general public to participate in enriching educational activities, and providing customized technical business and industry training to employers.

Description

One of four major instructional areas at WVC, the Continuing Education department offers classes, workshops, seminars and customized training programs for professional and personal development. Both credit and noncredit classes are offered at locations throughout the college district, often during the evening for the convenience of working students. During academic year 1998-99, Continuing Education served 1,696 students.

Professional development opportunities range from short-term seminars and workshops to 10-week courses. Topics may include computer training, Spanish for educators and medical personnel, tree fruit production, supervision, electrical code updates, and real estate. Some courses are offered online. Personal enrichment class offerings may include subjects such as conversational Spanish, art, consumer issues, self-improvement, photography, supervision and leadership, and money management. Community education classes may be offered during the day, evening or weekend. These noncredit classes and workshops are self-funded. Continuing Education as a whole offers approximately 100 sections each quarter, with an average quarterly enrollment total of 600-700 students. (See Appendix 2.13, Continuing Education courses 1998-99.)

The Continuing Education department staff is made up of three program developers who create and develop new classes and provide contracted training to business and industry, one program coordinator who provides support for all operational program aspects, and a director who administers the overall program. (2.G.2, 2.G.4; see

also Appendix 2.14, Continuing Education organization and staffing.) Work-study students are hired as needed to assist with special projects. There are no full-time tenured faculty members in Continuing Education. Approximately 30 part-time faculty members are hired each quarter. (2.C.8)

A continuous assessment process guides the Continuing Education department. All instructors who provide new class offerings are evaluated at the end of their teaching assignments. Students have an opportunity to provide input to that evaluation process. Consultation with and input from individual faculty members is also considered. Upon review of this evaluation, enrollment data and other anecdotal information, the director and staff decide when and if the class should be offered again or how and what improvements can be made. Community need is a priority evaluation criterion.

Through various community partnerships and campus efforts, surveys are administered to provide class ideas and training needs. Courses that have a strong link to academic departments are brought to that department administrator's attention. The director is part of WVC's instructional administrative team and collaborates with other instructional administrators to develop continuing education offerings that complement the academic offerings. Classes are then scheduled on a quarterly basis based on this evaluation process. (2.G.1, 2.G.3)

Special Continuing Education Offerings

Wenatchee Valley College enters into contractual agreements with business and industry, school districts, medical organizations, and social service agencies to meet specific training needs. These customized training classes can be offered in the workplace or at WVC.

Through a cooperative agreement between WVC and the Washington State Small Business Development Center (SBDC) at Washington State University, Continuing Education provides consulting services for small business owners/operators

in Chelan, Douglas and Okanogan counties. The SBDC program provides business counseling, training and related technical assistance to entrepreneurs and small-business owners and operators in order to improve their potential for business success. Counseling and training are designed to identify and solve short-term problems and to develop and implement a comprehensive business strategy. Technical assistance that can improve business efficiency is also provided.

Senior citizen classes are designed for adults over 60. These state-funded classes are held throughout the WVC district and may include a variety of subjects such as physical fitness, family history, art, creative writing and geology. No student transcripts are generated for these non-graded classes.

Analysis and Appraisal

Strengths

- The Continuing Education department responds to community needs quickly, and carefully balances the labor and effort required to do so.
- Staff members have many years of professional experience with other colleges and organizations. The expertise of the staff in course development, marketing and assessment skills enables the staff to develop and implement relevant training opportunities and general continuing education classes.
- Strong partnerships have been formed with community organizations such as the Wenatchee Chamber of Commerce, Quest for Economic Development, Apple Valley Human Resources Association and the North Central Washington Museum.
- The staff's entrepreneurial spirit and attitude is the overarching strength that propels the department.

Challenges

- Demand for programming at times outstrips resources available to plan and implement programming.

Recommendations

- The department and the college should locate additional classroom space and facilities in order to provide and respond to the training requests that are continually received from the business community and community at large.
- The college should secure the budget resources for additional staff members that are needed to start up entrepreneurial programs.

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- 2.2 Instructional Staff by Administrative Unit
- 2.3 Distance Learning Enrollments, 1998 - 2000
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Program Notebooks are available in the evaluation team room for each discipline or program. These notebooks contain the departmental self-study reports and additional data on faculty, students and outcomes.

The most recent accreditation reports for those programs at WVC that are independently accredited are available in the evaluation team room:

- Automotive Technician Training (National Automotive Technician Education Foundation)
- Health Care Assistant (American Association of Medical Assistants)
- Medical Laboratory Technology (National Accrediting Agency for Clinical Laboratory Science)
- Nursing (National League for Nursing Accrediting Commission)
- Radiologic Technology (Joint Review Committee on Education in Radiologic Technology)

Standard Two Committees*Leadership Team:*

Kathi Rivers Shannon, Chair—Director, Public Information
Connie Barnes—Director, Allied Health Programs
Marcia Henkle—Director, Technical/Professional Programs
R.C. Hoover—Faculty, English/Humanities, North Campus
Jack Johnson—Faculty, English
Angie Russell—Faculty, Mathematics
Kathy Smith—Director/Instructor, Transition and Retention
Adrienne Tabar—Director, ABE/ESL and Continuing Education
Dr. Anne Temte—Executive Dean of Instruction
Vicki Turner—Worker Retraining Coordinator, North Campus
Dr. Phil Venditti—Director, Liberal Arts and Sciences

Review Team:

Thelma Achamire—Library Specialist, North Campus
Marlys Barrett—Faculty, Agriculture/Developmental English
John Little—Carpenter, Facilities and Operations
Riva Morgan—Secretary Senior, Instruction
Jan Murray—Assistant Financial Aid Director
Dr. Myles Mustoe—Transition Coordinator, North Campus
Dr. Bonnie Orr—Faculty, Developmental Education
Meredith Patterson—Librarian
Derek Sheffield—Faculty, English
Gerald Tiffany—Faculty, English
Becky Vandegrift—Accountant, Business Office

Standard Three: Students

Overview

The Student Services program at WVC has undergone structural revision since the 1990 accreditation. At that time, the program was consolidated under the leadership of a vice president. When the vice president retired in 1992, the division was restructured under two deans, one responsible for student support services and the other for student programs. At about the same time, the dean at the Wenatchee Valley College North campus assumed authority over student services personnel there. All three of these deans report directly to the President and serve on the President's Cabinet.

The level of service throughout the district is maintained reasonably well despite the distance between campuses. In addition to the three deans, 25 employees make up the student services team. Five serve the North campus exclusively. Twenty are stationed in Wenatchee, but many fulfill district responsibilities. Wenatchee counselors schedule monthly trips to Omak, often staying overnight and meeting with students for two days if needed. The Special Populations Coordinator goes to Omak about twice a month to serve students with disabilities. Financial aid personnel and the Running Start Coordinator also travel to Omak frequently. As a result, the service provision in these programs is consistent. When travel is restricted due to inclement weather, communication is usually by phone. Advancing technology will provide opportunities for teleconferencing in the future to improve communication between campuses and provide better service to students.

As the student population has increased in numbers and diversity, the Student Services staff has grown in size and scope. During the past decade, the college has added staff members in counseling, educational planning, admissions, financial aid, assessment and student programs. At-risk populations, such as students with disabilities, students of color and students of other special populations, now have greater access to more services.

In 1997 the college developed a Strategic Plan that led to a significant revision of the institutional Mission and Goals (see Standard One), which in turn provide a framework for evaluating Student Services at WVC. The college Mission and Goals, along with state-mandated performance goals, give focus to Student Services' efforts.

Purpose

Student Services supports many of the college's goals, particularly Goal 6: "Provide quality student services essential to the personal and academic success of students." This also serves as the mission statement for Student Services and emphasizes the importance of providing comprehensive services to students, prospective students and the community. Fulfilling this goal is a challenge for a small, rural community college. Hiring versatile employees—employees who have special areas of expertise but who are also capable of performing a number of services—has proven effective in meeting this challenge. Services such as evening counseling,

disability accommodation, educational planning, assessment, financial aid, admissions, student programs, tutoring, career planning and multicultural programs are critical components of a comprehensive student services program.

The college's Goals 1 through 4 relate primarily to instruction. Student Services play an important support role in meeting these goals. Wenatchee Valley College has consistently been a state leader in student transfer, retention and completion rates. This high level of performance reflects the effective advising and career planning provided by the faculty, counselors and educational planners.

Student services personnel are also involved in meeting Goal 7: "Provide opportunities to the people of North Central Washington to understand, appreciate and value diversity of people, cultures and ideas." The Multicultural Program Coordinator is a member of the Student Services team and has many responsibilities relating to this goal. The coordinator promotes diversity through student recruitment and is responsible for organizing activities for students of color. Student Programs sponsors activities each year related to understanding and appreciating diversity. Programs are conducted throughout the year for students of color in the local K-12 schools. These programs all support the attainment of Goal 7.



Description

Organization

The flatter organizational structure adopted in 1992 has been successful in providing adequate services consistent with the Mission and Goals of the institution. (3.A.1). The Dean of Student Services and the Dean of Student Programs coordinate efforts to ensure consistency for students. While specific areas of concern fall under the sole jurisdiction of one or the other, each is well-informed regarding the direction and interrelationships within Student Services operations overall.

While issues such as student discipline are handled consistently throughout the district, there is less consistency and standardization between the two campuses in programs such as assessment, advising and Running Start and in activities such as the hiring or reassignment of personnel. Greater standardization and integration of services and programs throughout the district would benefit from a review of the college's current administrative structure and delegation of authority.

Student Services in Omak is a collaborative effort to implement institutional policy and procedure at a local level. Significant changes are communicated at the President's Cabinet level, and there is close collaboration between and among appropriate staff members at the North campus and the Wenatchee campus. Day-to-day supervision and implementation of student services is the responsibility of the North Campus Dean. In general, direct services to students are handled on site at the North campus with significant support from Wenatchee. For example, financial aid general questions and assistance are handled in Omak; paperwork, checks, grant disbursement, records maintenance and general support are handled in Wenatchee. Special populations programs are managed locally with significant support on both an as-needed and scheduled basis.

Distance and weather are challenges to being able to provide consistent, scheduled support for all student programs. Future growth of the North campus will require additional local staff members be hired to offer the same level of on-site services that the Wenatchee community has available.

Staffing

Staffing levels are appropriate to meet students' needs. Job descriptions are revised as necessary to meet changing circumstances. (3.A.2. See Exhibit 3.1, Student Services organization chart and job descriptions.) In addition to the lead administrators, the Student Services staff consists of:

Wenatchee Campus:

- Three program directors who supervise the areas of admissions, athletics and financial aid.
- Two exempt employees who coordinate programs and services for special populations (primarily students with disabilities) and multicultural students.
- Four full-time faculty counselors. Each counselor is a generalist who has a particular area of expertise (e.g., career counseling, wellness counseling, etc.). Counselors are primarily direct service providers who also have some program management responsibilities in their areas of specialization. For example, the Running Start counselor individually advises Running Start students, but also has significant responsibilities for community outreach and program development. Running Start activities constitute 50-70 percent of this counselor's job. Generalist responsibilities include coordinating the advising program, participating on the Curriculum Committee, and representing the college on statewide committees related to advising and transferability.
- Eleven full-time classified support staff members. Part-time help is also employed as needed, particularly in the offices of financial aid and admissions.

North Campus:

- A student services coordinator/counselor.
- Running Start coordinator (60 percent position).
- A workforce development coordinator.
- One full-time program coordinator.
- One full-time office assistant.

Table 3.1 below shows current Student Services staffing levels and notes the changes between 1990 and 2000.

Student Services Policies and Procedures

Student Services policies are found in Chapter 400 of the WVC Policies and Procedures Manual, which is currently being revised, as described

under Standard Six. Great care was taken to distinguish between policy and procedure. Policy was defined more broadly than before, and supporting procedures were revised with greater attention to detail. A more user-friendly manual will result. (See Exhibit 6.2, Policies and Procedures Manual.)

Suggested changes to Student Services procedures are usually referred to the Student Services Council. The council has a student representative, several student services representatives, and members from instruction and administrative services. Suggested revisions to policy are typically referred to the appropriate campus group such as the Instruction Council, Curriculum Committee or President's Cabinet by the Student Services representatives to those groups. (3.A.3, 3.B.2)

The student handbook and the college catalog are the primary student resources for policies and procedures. The handbook is revised yearly and includes the student code of conduct, student rights and responsibilities, student government by-laws and student disciplinary procedures. Students receive a catalog and handbook when they take ASSET, the WVC placement tool. (3.B.5. See Exhibit 3.2, Wenatchee Valley College Student Handbook.)

Resource Allocation

Allocation of resources is ultimately the responsibility of the President's Cabinet. All three deans with Student Services responsibilities are members of Cabinet. Wenatchee Valley College has recently developed a new budget process designed to improve accountability and appropriate resource allocation (see Standard Seven). The process is based on the institutional Mission and Goals. College goals are used by the President's Cabinet to define institutional priorities that determine the short-term direction of the institution. These priorities are refined into operational terms by unit directors with input from throughout the institution. Available resources are determined and then distributed to various campus units according to each unit's ability to demonstrate a clear relationship between utilization of resources and the attainment of institutional goals. Budget

Table 3.1—Student Services Staffing Levels, 2000

(A = administrators, F = faculty, C = classified, E = exempt, nonadministrative)

	A	F	C	E	Changes since 1990
Wenatchee					
Student Services Deans	2	0	2	0	Vice president retired in 1992 and his responsibilities were divided between two associate deans, who were promoted to dean. Net loss of one lead administrator.
Admissions	1	0	3	0	1990 staff included a director and 4 classified staff. Net loss of 1 classified staff member.
Athletics	1	0	1	0	The athletic director position moved from faculty with release time to administrative in 1999. Classified staff was added in 1992 and became an 11-month position in 1999.
Counseling	0	4	1		Net gain of 1 faculty counselor and 1 classified staff.
Financial Aid	1	0	4		Net gain of 2 classified staff , one primarily for veteran's programs and one for workforce development programs.
Multicultural Programs	0	0	0	1	A coordinator was added in 1993, with varied job responsibilities. Currently the coordinator also works with academically at-risk students. Net gain of 1 exempt staff
Special Populations	0	0	0	1	The coordinator was added in 1992 as a faculty position. The position was converted to exempt in 1999.
Other Programs	0	0	0	2	Two staff members, 1 full time and one 50% full time, have been added using Title III and workforce development program funding. They perform student services tasks as part of their job but are affiliated with other units of the college. Also not included is the position of residential housing coordinator, which was eliminated when the college dorms were closed down in 2000.
Total	5	4	9	4	Since 1990, student services have lost 1 administrator but gained 1 faculty, 3 classified, and 3 exempt staff (4.5 exempt staff counting those affiliated with other college units).
Omak					
Student Services	0	1	2	0	There has been a counselor/coordinator and a classified staff member at Omak since 1990
Running Start	0	1	0	0	A .6 position has been added to help coordinate the growing Running Start program.
Other programs	0	0	0	1	Two staff members, 1 full time and one 50% full time, have been added using Title III and workforce development program funding. They perform student services tasks as part of their job but are affiliated with other units of the college.
Total	0	2	2	1	A .8 faculty position has been added since 1990, along with the 1.5 FTE staff increase in other programs.

proposals include rationale for requests and a prioritization of all requests for each unit. If requests received exceed available funds, those with lowest priority are eliminated first. Requests eliminated are then put on a priority list for reinstatement if funds become available throughout the year.

General Responsibilities: Student Services

Student support services are mostly housed in Wells Hall on the Wenatchee campus. Student support service programs at WVC include those services that support the academic success and social growth of students. Specific descriptions are given below.

Admissions and Registration

Technology has had a tremendous impact on the college Admissions and Registration office, with online services to students and staff increasing dramatically within the past few years. In addition, continuing institutional efforts to increase enrollment have led to increased outreach activities. To meet these challenges, the Admissions and Registration staff has adopted the following departmental mission statement: "The mission of the Wenatchee Valley College Admissions and Registration department is to provide punctual and friendly service, skillful registration, and documents and information of the utmost quality for our students, faculty, staff and community."

The commitment to increasing the use of technology and expanding enrollment management activities is reflected in the following specific outcome goals:

- Intended Outcome #1: Provide current technology and sufficient information to ensure student registration is done efficiently and adequately.
 - Develop electronic application for admission to WVC.
 - Implement by spring 2000 policies and procedures for admittance to WVC via electronic application.

- Encourage electronic applications, with a goal of 15 percent of applicants for fall of 2000.
- Encourage Web registration, with a goal of 85 percent of WVC students registering for classes via the Web. In May 2000, 2,357 Web transactions took place out of the Admissions and Registration office, compared to 13 in May 1999.
- Implement strategies that allow our continuing education students to register immediately via Web registration.
- Implement Web registration for the North campus.
- Intended Outcome #2: Improve inter- and intra-departmental communication and opportunities.
 - Provide a monthly calendar of admissions/registration dates and items.
 - Evaluate the advising and registration process quarterly, in collaboration with the counseling department.
 - Visit other community college registration and admission offices.
 - Participate in professional development, at least one activity per staff member per year.
- Intended Outcome #3: Develop a comprehensive enrollment and retention plan.
 - Reduce by 10 percent the number of students who fail to register after receiving admittance.
 - Implement a marketing strategy to increase enrollment by 5 percent.

Wenatchee Valley College has enhanced its recruiting efforts by actively visiting high school campuses and providing opportunities for potential students to visit Wenatchee Valley College. Programs such as the *Impact Institute* and *Leadership, Training and Dialogue* have been

developed to educate and encourage Hispanic students to pursue higher education. Over the last three years Wenatchee Valley College has hosted annual Migrant Leadership Conferences and Migrant College and Career Fairs in which over 600 Hispanic students have participated. Student Services has hosted college fairs and career fairs, exposing not only Wenatchee Valley College students, but also community members to the college and the opportunities that higher education and employment provide. Programs such as Running Start, College in the High School and Tech Prep (see Standard Two) have allowed Wenatchee Valley College to be on the cutting edge working in collaboration with district high schools to provide a wide range of opportunities for students. The college has also made it a priority to visit the 17 high schools in its service district at least twice a year. These visitations include multimedia presentations, advising and financial aid information. The Financial Aid office also provides numerous workshops for district high school students and their parents.

The college has been an *open-door* institution since its inception in 1939. There are three ways that students can qualify for general admission to WVC. Most applicants who are accepted have earned either a high school diploma or a GED. Those who have neither are granted admission if their high school class has graduated. Students in this category are encouraged to complete the high school diploma or GED before going on to any other college work. The admissions policy appears in the college catalog and *Discover*; the quarterly class schedule. (3.D.1)

The admissions policy is reviewed with each publication of the college catalog. The most noticeable changes in recent years have been in the area of special admissions. What once was the high school enrichment program, essentially became the Running Start program in 1992. As a result, the only students younger than the usual college age admitted to WVC are juniors or seniors in high school who can demonstrate a readiness for college-level classes. Appeals to this policy may be submitted to the appropriate administrator on either campus, but exceptions are few.

Credit and Grades

The college's policy on grades is published in the catalog and available upon request from the Admissions and Registration office. (See Appendix 3.1, grading policy.) Admissions and Registration staff members serve on the campus committees that review and amend grading policies. Changes in those policies are instituted only at the beginning of the school year and then only after detailed review by the appropriate college committees. (3.C.1) As with all institutional policies, changes must be approved by the Board of Trustees.

Ensuring accurate grade reporting is an important responsibility of the Admissions and Registration office. Most instructors enter grades electronically, and the office staff checks for accuracy by reviewing computerized grading lists. Faculty members are instructed to keep copies of student grades in case discrepancies arise.

The means used to award and record credit are stated in college publications and on college transcripts. The credential evaluator has these materials on hand and readily available. The catalog and quarterly class schedule clearly indicate what type of credit, if any, and the total that will be awarded per class.

Award of Credit

Wenatchee Valley College does not award credit for life experiences. Portfolio development classes are not available. Policies regarding nontraditional education credit have not been reviewed recently, although the curriculum committee has refined procedures for experiences such as directed study and independent projects within the past two years. The Academic Regulations Committee also takes a role in the awarding of nontraditional credit when acting upon student petitions for acceptance of credit.

Revisions of policy in this area will require the input of faculty, instructional administrators, and respective academic and vocational divisions. Standards for evaluating student performance and achievement in nontraditional course work will be reviewed and final approval to changes in policy will come from the Curriculum Committee.

Acceptance of Credit from Other Institutions

Wenatchee Valley College accepts credits from all regionally accredited institutions in accordance with the standards published by the American Association of College Registrars and Admissions Officers in *Transfer Credit Practices of Designated Educational Institutions*. When credit does not meet this standard, students may submit a petition for acceptance of credit to the Academic Regulations Committee (ARC). No Wenatchee Valley College degree is granted unless a student earns a minimum of 30 credits in residence at the college. This policy is consistent with other Washington state institutions. (3.C.4)

The acceptance of credit varies somewhat for Allied Health Science (AHS) programs. These are limited-enrollment programs, and applicants may enter fall quarter only. Admission to the programs is often competitive, and applicants often have a variety of educational experiences. Occasionally, credit is granted for an AHS program that is inapplicable to any other degree or certificate offered by the college.

Nontraditional Credits

The WVC policy on nontraditional education (NTE) credit is also published in the catalog. The college currently accepts credit for satisfactory performance on Advanced Placement (AP) and College Level Examination Proficiency (CLEP) examinations. Military credit is also accepted in accordance with the American Council on Education guidelines. These credit awards are externally influenced in that performance evaluation and credit awards are based on external guidelines. Credit is also awarded by challenge and through programs such as Tech Prep or Career Work Experience. These credit awards are internally controlled and conform to InterCollege Relations Commission (ICRC) guidelines.

International Students

The Registrar is responsible for interpreting and evaluating transcripts of international students. Publications that specialize in international transcripts are sometimes used, and international transcript evaluators at baccalaureate institutions are sometimes consulted. Previous credential

evaluations are also helpful in this process. When a credit evaluation cannot be completed, the student is asked to have his/her transcripts evaluated through a translation/evaluation service. Students are not granted credit for English course work completed in a non-English speaking country.

Program and Degree Requirements

All Wenatchee Valley College program and degree requirements are published in the catalog. Advising sessions also provide students with graduation expectations and requirements.

The Registrar is responsible for approving the awarding of the Associate of Arts and Sciences (AAS) degree and the new Associate of Science (AS) degree. The AS degree was developed in response to the four-year college's curriculum revision that allows students in science-related majors to take some of their general requirements during their junior and senior years so that prerequisites specific to their science degree can be taken during the freshman and sophomore years. Wenatchee Valley College's new Associate of Science degree parallels the degree requirements of the four-year institutions so that students can complete their prerequisites in two years and be on schedule for degree completion when they transfer. The AAS degree meant students majoring in the sciences had to spend extra quarters at Wenatchee Valley College to complete their undergraduate requirements.

The awarding of technical/professional certificates or Associate of Technical Sciences (ATS) degrees requires evaluation of and a signature by the appropriate program director. A record of certificates and degrees is used to provide verification of enrollment as requested by the appropriate employers and or agencies. Students apply for graduation for the quarter they will be graduating. (3.D.5)

Credit and grade requirements for the AAS and AS degrees are evaluated against established criteria approved by the ICRC. This body oversees transfer credit among all colleges and universities in Washington state. This relationship has helped Wenatchee Valley College fully inform and support its students in their desires to transfer

to four-year universities or colleges.

Requirements for technical degrees and certificates are based on established criteria set forth by Wenatchee Valley College and approved by the State Board for Community and Technical Colleges. The appropriate program director is responsible for determining the applicability of any educational experience to program requirements. The Registrar or designee approves credit and determines course equivalencies for all course work related to degrees designed for transfer to a baccalaureate institution.

Academic Performance

Academic standards are published in the catalog and define unsatisfactory academic performance as failure to maintain a 2.0 grade point average. For full-time students, the steps from good academic standing to dismissal are determined by the number of quarters of unsatisfactory academic performance:

- 1 quarter academic probation
- 2 quarters suspension for 1 quarter
- 3 quarters dismissal for 1 academic year

The Counseling Center contacts students who have reached probationary status and, whenever possible, schedules them to meet with a counselor. Suspended or dismissed students are required to meet with a counselor as a condition of re-admission. Before the student is re-admitted, the student and counselor must agree upon an educational plan, which typically includes a reduced class load, restrictions on class selection and follow-up meetings with the counselor. This approach, which was implemented in 1997, has proven successful with academically at-risk students in terms of higher GPA, better course completion rates and improved retention.

Students may appeal their status or sanctions through the Academic Regulations Committee (ARC). The committee is made up primarily of faculty members representing divisions throughout the institution. Students and student services staff members also serve on the committee. The ARC and the student appeals process are defined in the Wenatchee Valley College catalog and the student

handbook.

Student Records

Security and accuracy of records are important goals of the Admissions and Registration department. All student records are managed in accordance with the federal Family Educational Rights and Privacy Act (FERPA). Only authorized staff members have access to the official Wenatchee Valley College student transcripts, which are stored in secure and locked files and protected from vandalism and fire. A vault is used to house highly sensitive records, transcripts and antiquated information. Steps have been taken to store more current student information on compact disc. In addition, the Center for Information Services (CIS), located in Bellevue, Washington, maintains the Student Management System database and backs up all transcript information daily.

Only designated Admissions and Registration personnel have regular access to any student files. Other faculty and staff members are given access to master computer records if there is a clearly identifiable need. Training is conducted with each SMS user, stressing confidentiality and security of student records. Each employee also must view a Family Education Rights and Privacy Act video and sign a statement adhering to the confidentiality policy set forth. (3.C.5. See Appendix 3.2, employee adherence to FERPA statement.)

Assessment

Wenatchee Valley College's assessment program has undergone change in recent years. The principal tool for placement assessment is ASSET and its computerized version, COMPASS. Although other systems such as ACCUPLACER are reviewed periodically, Wenatchee Valley College has used ASSET since the mid-eighties. More than 90 percent of the assessed students complete ASSET. The use of COMPASS is expected to grow because computerized assessment is done on an individual basis and is thus more convenient to students' schedules. It is also adaptable to the needs of students in programs such as distance learning.

Other changes in assessment services at WVC include:

- making assessment mandatory for more students; assessment is now required for all matriculated students, all Running Start students, and all other students who are seeking to take a college math or English class for the first time;
- providing assessment to 100 percent of the students for whom assessment is mandated; this goal to eliminate all exceptions may be impossible to attain, but the number of students who are assessed and are assigned advisors has increased steadily, reaching a total of 1,369 during fall quarter of 1999. All of these new full-time students enrolled that year;
- increasing access through the use of COMPASS, particularly for groups such as students with disabilities;
- increasing the use of mandatory placement, as opposed to mandatory assessment with recommended placement; this shift has created a more consistent enforcement of course prerequisites.

All students who complete ASSET are also provided with an orientation to the college. The orientation takes place while ASSET is being scored and includes:

- ASSET score interpretation;
- brief description of college programs and services;
- overview of the WVC advising and registration process;
- question-and-answer session for students.

The assessment and placement program is integral to the college application, advising and registration process. Students must submit an application before they can take ASSET. They receive their advisor assignment, complete with instructions on how to contact their advisor, on the ASSET printout. Students cannot register over the counter without an advisor signature. If they register electronically, they must see their advisor in order to receive their personal identification number (PIN). While not fail-safe, the system virtually ensures that matriculated students will not

register for classes without advisor input. Additionally, advisors will have all the information that ASSET can provide before seeing their advisees.

Assessment provides frequent and extensive information on student demographics, which helps in college decision-making (see Exhibit 3.3). This demographic information has influenced two major developments in Student Services within the past two years. Significant numbers of assessed students have self-reported a need for career counseling. A retiring counselor was replaced with a career counselor in 1998, and a new counseling position was created primarily to work with students identified as academically at risk. In addition, the school received a grant in 1998 to hire a part-time counselor to work with academically deficient students. This third position has been continued, enabling more successful intervention with academically at-risk students.

The assessment program is a primary responsibility of the Educational Planning Specialist. The Running Start counselor is a valuable consultant because of his experience with ASSET. Classified staff members in the Counseling Center assist the program with test administration, record-keeping and information dissemination.

North Campus Assessment

The assessment and placement program is different on the North campus, where a locally developed tool, the Self-Placement Sampler (SPS), is used extensively. (See Exhibit 3.3, Self-Placement Sampler instrument.) This instrument is seen as more *user-friendly*, a welcome alternative for students with test anxiety. ASSET and COMPASS are used in Omak with special populations such as Running Start students; the SPS has been used successfully with general students for several years.

Advising

Academic advising is one of the teaching faculty's contractual responsibilities. In 1998, a cadre of exempt-staff educational planners was trained to augment the faculty advising system. The educational planners receive specialized training and also participate in faculty advisor training, which is conducted several times each

year. The educational planners work primarily with transfer students to provide:

- pre-admissions advising;
- advising to students new to college;
- advising to students still deciding upon a college major;
- answers related to general advising when faculty advisors are unavailable; the role of the educational planners is to complement, not replace, the function of the faculty advisors.

Successful advising depends upon a partnership between advisor and student. Each must fulfill certain responsibilities. The expected responsibilities of each party are outlined in the Wenatchee Valley College catalog. (3.D.3, 3.D.10. See Exhibit 3.4, advising materials.)

Most advising is conducted through individual sessions, although there has been some experimentation with group advising. Group advising is particularly successful with technical and professional programs. A primary drawback of group advising with transfer students is often the differences among students—different college experiences, college majors, transfer destinations, academic performance, etc. In a typical initial session, the student and advisor discuss:

- the student's intended major or program of study;
- transfer destination, if any;
- progress toward development of a comprehensive educational and career plan;
- current commitments beyond academic study (work, family, athletics, etc.);
- awareness of support systems such as tutoring, financial aid, career planning and employment opportunities;
- progress toward deciding on classes to take for the current or upcoming academic quarter (the student should be considering alternative course selections in case first-choice classes are unavailable at the time of registration);
- a tentative plan of classes for one academic year.

Students are instructed to check with their advisors as educational planning issues arise. Formal advising for winter-, spring- and summer-quarter classes begins approximately two weeks prior to the start of registration. Registration for fall quarter begins several months in advance.

An early advising and registration program for new and former students has been in operation for three years. This program is designed to increase access through summer registration for students enrolling fall quarter. In 1997 the Advising Coordinator worked all summer and approximately 200 new and former students were individually advised and then registered prior to the traditional fall registration period. The early advising program has been expanded in each of the subsequent summers. In 1999 about 800 students registered before September 1. New and former students begin advising and registration in May, rewarding early deciders with earlier enrollment than ever before. Meeting this goal places demands on the advising cadre. Faculty members have additional advising in the spring rather than when they return the following fall. Educational planners are required to serve students in the spring and throughout the summer.

The 1990 accreditation review cited several areas for improvement, which have been addressed. The “uneven...advising process” (sic) has been assessed several times since then with encouraging results. A 1994 study of 1,175 currently enrolled students indicated that 78 percent were either *highly satisfied* or *satisfied* with advisers. This study also yielded a satisfaction index rating of 4.29 (on a 5-point scale with a 5 being the highest adviser rating). A 1999 survey of 808 students also showed a significant improvement in satisfaction with advising when compared to student responses from 1987 to 1990. Other improvements in the program include:

- increased advisor training: workshops for general advisors are given every quarter; more intensive workshops for new advisors are also given throughout the school year;
- educational planners: as previously stated, they provide a variety of services,

primarily pre-admissions and initial intake advising for transfer students, in support of the faculty advising;

- evening advising: advising is now available to students until 6:00 p.m., Monday through Thursday.

Counseling

The counseling program at WVC is committed to providing high-quality, comprehensive services that empower students toward personal and academic success. The professional staff in Wenatchee consists of four faculty counselors, three of whom have been at the college for less than three years. Each brings a higher level of specialization than was previously available to students. Their job titles have been changed to reflect the areas of specialization. The staff includes the following:

- **Wellness counselor:** the primary provider of personal counseling and crisis intervention. Hired in 1998, this counselor is a licensed psychologist with several years' experience running a mental health center. This position strengthens the program in terms of client evaluation, short-term personal counseling, referral and the capacity for putting on workshops and other group activities on mental health issues. (3.D.12)
- **Career counselor:** This specialty counselor with career planning expertise fills a great need. Career planning is a high-demand service, as shown in student responses during assessment. Also hired in 1998, the career counselor immediately developed a two-credit career planning class that has proven very popular. There is also high demand for individual career counseling, specialized workshops, class presentations and presentations to area high school students. Clearly, Wenatchee Valley College is beginning to meet a real need and can do a great deal more in the future. (3.D.11)
- **At-risk/vocational counselor:** This position evolved from the growing need to retain at-risk students who have unsatisfactory academic performance. The

intervention strategies described above have resulted in dramatic improvement in student retention, grade point average and course completion. This demonstrated success led to a successful grant application that expanded the work with these students. An additional focus for this counselor is working with students seeking to enter technical and professional programs.

- **Running Start counselor:** As the Running Start program for high school students grew, greater attention to program coordination and direct service was needed. This counselor is responsible for all aspects of the program on the Wenatchee campus and provides consultation to Omak campus Running Start personnel. This counselor is also responsible for coordinating the Wenatchee Valley College advising program.
- The **Multicultural Coordinator** is also located in the Counseling Center. The coordinator is a trained counselor who also works with academically at-risk students. A third part of this position is working as a team member in the college drug education and prevention program.

Each counselor's area of specialization consumes 50-70 percent of his or her available time. The remainder of the time is spent with generalist responsibilities such as advising, committee work, consultation and community outreach.

The Student Services team at the North campus consists of a student services coordinator, a Running Start specialist, a Workforce Training coordinator and two support staff members.

- The **Student Services Coordinator** is the primary student services presence at the WVC North campus. This individual coordinates:
 - student government activities;
 - advising;
 - crisis intervention;
 - outreach and recruitment;
 - new student orientation.

- The **Running Start Specialist** works closely with the Running Start Coordinator at the Wenatchee campus to ensure standardized program delivery. Other duties for the specialist include assisting the Student Services Coordinator in the activities outlined above.
- The **Workforce Training Coordinator** works with students who are eligible for either Worker Retraining or WorkFirst programs. She provides career counseling, educational planning and goal-setting instruction to potential students. She also teaches career exploration courses and helps develop short-term training programs to meet local employment needs.

The addition of a counseling position and the recruitment of specialists in wellness, career counseling and at-risk students over the past three years have expanded the range of counseling services available to Wenatchee Valley College students. During this time period, new programs with targeted funding (Workforce Development and the Title III Transitions program) have also brought new resources to the counseling arena. These efforts are funded outside of the Student Services budget and are under the administrative oversight of Instruction. Though the staffs of these programs work together collaboratively with Student Services personnel, the organizational relationship is not formally defined.

Demand for specialized counseling services is increasing. Though the Wenatchee-based specialists travel regularly to Omak, the scope of counseling services available on a day-to-day basis is not as broad for North campus students. More consistent service levels, particularly for wellness counseling, is a goal of the Counseling department.

Employment Services

Employment services have become an increasingly vital service to students. A big change occurred in 1994 when Job Service, now WorkSource, located a full-time job specialist at Wenatchee Valley College. Very early in this partnership all campus employment, including work-study, was consolidated in the new co-

location office in the student services area. The office provides service to community members and Wenatchee Valley College students. (3.D.11)

The Job Services Specialist also took the lead role in developing and implementing a Career Fair on campus three years ago. This highly successful event attracted over 1,100 participants in the spring of 2000.

In February of 2000, the co-located office at Wenatchee Valley College received accreditation as a WorkSource Affiliate site, which will strengthen and broaden the college's partnership with Washington State Employment Security. Affiliate site status for Wenatchee Valley College is part of the regional plan developed by a consortium of area service agencies, including:

- Big Bend Community College
- Washington State Department of Social and Health Services
- Washington State Department of Vocational Rehabilitation
- Private Industry Council
- WorkSource

This partnership will eventually provide seamless service provision among the partnership agencies. Affiliate site status essentially establishes Wenatchee Valley College as another WorkSource (Job Service) office with the guarantee that the following services and programs will be provided, either in person or electronically:

- Initial assessment;
- Job counseling;
- Job referral and placement;
- Employer services;
- Information and referral;
- Training and retraining;
- Labor market information;
- Internet access;
- Unemployment insurance access;
- Translation services.

A WorkSource affiliate site must also provide on-site access to programs such as ABE/ESL, veteran's services, worker retraining, vocational-technical programs, WorkFirst and Welfare to Work. Combining these services—typically associated with separate agencies—into a one-

stop center provides customers with a powerful, efficient resource.

The North campus maintains a close working relationship with the Okanogan County WorkSource office. This office is the designated WorkSource One-Stop site for employment and training information and services coordination for Chelan, Douglas, Okanogan, Grant and Adams counties.

Special Populations

The Special Populations office, located adjacent to the Counseling Center, was established in 1992. The Special Populations Coordinator's chief responsibility is to provide accommodations and related services to students with disabilities. These services include:

- crisis intervention;
- academic intervention and educational planning;
- proctoring and administering exams as an accommodation;
- faculty in-service training related to disability issues;
- maintaining a staff manual of accommodations and disabilities;
- increasing awareness of special populations issues, for example through periodic e-mail updates titled *ADA Insights*.

The coordinator serves as an occasional advisor to general students as well as students with disabilities. She also is a district affirmative action officer and has organized a variety of workshops on topics such as gender equity and disability accommodations.

Access and services for students with disabilities has improved at WVC since the office was established and the Special Populations Coordinator was hired. (See Exhibit 3.5, special populations student and equipment data.) Structural improvements to the college have also increased access—including the installation of handicapped accessible doors, water faucets, bathrooms, lifts, etc.—at a very old physical plant. (See Standard Eight for further detail.)

Multicultural Affairs

The Multicultural Coordinator works with the Multicultural Advisory Committee, a standing committee on campus diversity made up of students, faculty members and administrative staff members. After several years of dormancy, the committee was reactivated in 1996. Recent highlights of Wenatchee Valley College's multicultural program include the following:

- The Impact Institute is a summer program for Hispanic students in grades 8-12. This six-week program is designed to promote awareness and preparation for college among the participants.
- The Migrant Career Fair is an annual event for local high school students.
- The Students of Color club promotes diversity issues across campus and in the community
- The Hispanics Educating And Reading Together (HEART) program takes Students of Color club members into the classrooms of local elementary students of color for special reading opportunities.
- The peer mentor program allows program participants to visit K-12 schools and speak with students about the value of attending college. The target audience is often students with no family history of higher education. In 2000 the mentors were invited to speak at the Chelan High School graduation; other recent speaking engagements are listed in Exhibit 3.6.
- The Leadership Institute brings students of color in grades 8-12 to Wenatchee Valley College for leadership training workshops.

Running Start

The Running Start program has grown from an enrollment of 12 students in 1992 to nearly 300 in 1999-2000. The program allows qualified high school juniors and seniors to take college courses that fill college and high school graduation requirements concurrently.

Running Start participants must demonstrate a readiness for college-level course work by taking ASSET. The sponsoring high school must also

certify the student as a junior or senior. Running Start students participate in a mandatory orientation, followed by mandatory advising. Good advising is crucial to ensure that these students take courses that meet both high school and college requirements. Close and constant articulation with participating high schools is vital to the success of the program.

A program goal has been to recruit successful students, not just students wanting to take advantage of the financial incentives (Running Start students don't have to pay tuition). Using grade-point averages as an indicator, the program has been successful. Cumulative student performance generally ranges from GPAs of 3.0 to 3.2 each year, and course completion rates are generally above 95 percent. (See Exhibit 3.7, Running Start student data.)

Financial aid

The purpose of the Financial Aid office at Wenatchee Valley College is to provide access and information to students who would find cost a barrier to attending or completing college. The Financial Aid office functions within a student services context—respecting the individual and taking a nonjudgmental approach with students. (3.D.6)

The WVC Financial Aid office has been able to work closely with other units of Wenatchee Valley College to enhance student service. Perhaps the most unusual linkage, exceptional for financial aid offices, is that the co-located WorkSource representative on campus now does all the work-study placements. This has reduced the workload for financial aid while giving students access to a professionally trained individual who can take job development to a new threshold. Close cooperation between Wenatchee Valley College and WorkSource has made this linkage successful. A significant reduction in the amount of paperwork students must fill out has been a positive result of this partnership.

The institution plays a strong role in financial aid decision-making, as evidenced by the work of the Scholarship and Financial Aid Committee. For the past several years, this group has made all academic progress decisions, with Financial Aid

staff members acting only as a resource to the group. This group also rates all scholarship applications. The group includes a local banker, as well as faculty and support staff members.

Over the past five years, the Financial Aid office has experienced considerable growth in the number and breadth of the student population served; in 1998-99 there were 2,386 financial aid applicants. In particular, the last few years have seen an increased number of recipients in the federal and state need grant programs. Exhibit 3.8 presents statistical information on applications, aid awards and student contacts. Wenatchee Valley College participates in all of the federal programs except for Perkins Loans.

New state programs focusing on WorkFirst participants and the unemployed have also increased student participation in financial aid programs. In 1999-2000 Wenatchee Valley College served over 400 students in these new programs, neither of which existed prior to 1995. The students eligible for these programs tend to have complex needs for a variety of services and support. Even with increased automation, including a self-service kiosk system where students can check the status of their financial aid, the office continues to receive significant in-person and telephone traffic (see Exhibit 3.8).

Students needing financial assistance for college often experience anxiety and frustration in the process of meeting their financial needs. The intensity of students' personal situations coupled with increasing regulatory complexity and frequent upgrades to computer-based systems create significant demands on Financial Aid staff members. Maintaining confidentiality is also a priority. Students must provide information that is often of a sensitive nature. The current physical layout of the Financial Aid office makes it difficult to ensure privacy, particularly in times of high traffic volume.

Audits of WVC's Financial Aid program have been consistently good. (3.D.7) Three different agencies audit veterans' programs. On several occasions, auditors have singled out Financial Aid procedures or individual staff members for special praise. Audit reports are available in Exhibit 3.9.

The Financial Aid office produces two publications yearly – a general information brochure and a scholarship information brochure and application form. These publications are mailed to all high school counselors in the district. In addition, financial aid information is provided in the catalog and in the student handbook. Returning students are reminded about application procedures and deadlines with a notice in their fall checks.

High school counselors in the district are generally very knowledgeable about financial aid and scholarship opportunities. Wenatchee Valley College Financial Aid staff members assist the high schools by presenting parent information workshops.

In January and February each year, the Financial Aid office presents weekly workshops to help students complete financial aid forms. Press releases are sent out to notify potential applicants of filing deadlines and other necessary data. Financial Aid staff members are also available by appointment to assist any community member or student with completing the forms. Students make extensive use of staff assistance, by phone and in person, to ask questions and get clarification. The Financial Aid office receives about 1,500 contacts a month.

There is very good computer access across campus for students who wish to file electronically or make use of some of the excellent financial aid Web sites now available. One computer in the Counseling Center is dedicated exclusively to scholarship searches and Web-based filing of financial aid.

Over the last several years, Wenatchee Valley College's loan default rate has become an issue of concern. (3.D.8) Since Wenatchee Valley College is a small school, minimal differences in repayment create wide swings in the default rate. In 1995, the default rate shot up seven points to over 20 percent. At that time, Wenatchee Valley College instituted its own default management plan. The first step was to send follow-up letters to students who were falling behind in repayment, offering assistance. The second step was to initiate a new approach to exit interviews. In the

past, the required exit sessions were held at the end of each quarter. Only about 10 percent of students attended, and the rest received information by mail. In the spring of 1998 the college began requiring all loan recipients to attend a one-hour debt-management information session presented by local bankers before they could pick up their loan checks at the beginning of the quarter. Spring 2000 marked the end of the third year of using this practice. The most recent default rate available is for 1998; though the college is encouraged by a drop in the rate to 12.9 percent, more time is needed to determine if this change is indeed a result of these new procedures.

General Responsibilities: Student Programs

Student Programs at WVC provides opportunities beyond the classroom for students to learn, lead and serve through participation in cultural, intellectual, athletic, recreational, social, community service, tutoring and leadership activities. Student Programs addresses Goal 6: "to provide quality student services essential to the personal and academic success of students."

The student services area was reorganized in 1992. At that time, the Dean of Student Programs assumed additional responsibilities. In 1998 Student Programs moved into a newly remodeled student center that also houses the college's newly remodeled bookstore. The remodel also allowed the Tutor Center to relocate to the Student Center, a much more accessible and visible location than it had previously occupied. This move also facilitated the transfer of oversight of the Tutor Center from Instruction to Student Programs.

The administrator for student programs, the Dean of Student Programs, is responsible for the budget management of the services and activities fees, leadership training, student orientation, student government, cultural and social events, student publications, student center supervision, graduation, international programs, the Tutor Center, supervision of men's and women's intercollegiate athletics programs, intramural athletics, and multicultural affairs.

Until summer 2000, the Student Programs office also was responsible for the Camrick Hall dormitory on the Wenatchee campus. This building, with space for up to 74 students, was leased from the Wenatchee School District. The school district opted not to renew this lease in the summer of 2000 in order to use the space for expansion of Westside High School, the district's alternative high school housed in the other building on the property. The dormitory building itself is aging and would require a significant capital investment to enhance its functionality and address needs such as wiring for technology. The college is continuing to negotiate with the school district for an eventual acquisition of the property if the Westside High campus relocates in the future.

The Student Programs department at WVC has focused on leadership training for some time, offering workshops throughout the years. Three years ago, a leadership class, Psychology 108—Effective Leadership, was developed and implemented. The class is team-taught by the Dean of Student Programs and a faculty member who is also advisor for Phi Theta Kappa.

Specific positions in student government ensure student participation in institutional governance. Student officers attend the Instruction Council, Student Services Council, Academic Regulations Committee and Tenure Review Committees. The ASWVC president attends the monthly Board of Trustees meeting and is a member of the college Legislative Committee. (3.B.2) Surveys have been conducted to determine areas of student interest. Student Senate officers also receive verbal feedback regarding needs. There have also been event evaluations and attendance monitoring at the events scheduled throughout the year.

The Student Programs department is responsible for editing and revising the student handbook, which provides information on student government, student organizations, athletics, students' rights and responsibilities, academic honesty and grievance policies. (See Exhibit 3.2.)

Student Orientation

The Dean of Student Programs is responsible for planning and overseeing student orientation, which is held one week before the beginning of fall-quarter classes. Orientation provides new students an opportunity to meet student government officers, faculty members, administrators and student services staff members. Students can also attend workshops, selecting three from a menu that includes such topics as:

- Read Smarter and Comprehend more
- Academic Advising: Making it Work for You
- Student Programs—Leadership Opportunities
- Admissions and Registration
- Special Accommodations
- Academic Transfer and Career Choices
- Library Resources
- Financial Aid Information
- Surviving Your First Day of College

The facilitators for the workshops include student services staff members and faculty members. Students who attend orientation are asked to fill out an evaluation. The results are used to help plan the event for the following year. (3.D.9)

Since many new students are now registering for fall enrollment during spring and summer quarters instead of the week before classes begin in the fall, the Student Services staff is discussing alternatives for scheduling the student orientation. It is also considering an evening session for students who are unable to attend the daytime orientation session.

Student orientations are also held each quarter at the North campus.

Food Services

Food services are contracted out to a third-party vendor on the Wenatchee campus and have in the past encompassed a full range of services including dormitory board, cash sales, campus-related catering and third-party catering. While the relationship with the current vendor has resulted in exemplary service and quality, the loss of the dormitory students will significantly impact the

scope of services offered to our students and staff. Current discussions include a reduced number of hours that the cafeteria will be open and turning the vending services contract over to the food services provider in an effort to generate enough cash sales to support continuation of the food service program. (3.D.14)

Food services on the North campus are limited to vending machines selling snacks and beverages at the main campus and armory locations.

Bookstore

The Bookstore on the Wenatchee campus sells books, supplies and materials, sundries, and clothing. The Bookstore is a self-supporting, not-for-profit enterprise of the college. It supports Goal 6: “to provide quality student services essential to the personal and academic success of students” with the particular objective of providing services efficiently, economically and in a timely manner. The Bookstore continually seeks the best possible products at the best prices, returns unused and unneeded merchandise to keep losses to a minimum, and keeps staffing at levels to operate effectively at times of peak demand and yet economically during the rest of the year.

The North campus is served through a locally contracted bookstore provider, a retail business located in Omak several blocks from the campus. (3.D.18)

Student Programs Co-curricular Opportunities

A variety of co-curricular opportunities for students is available through clubs, athletic teams, intramurals and student government. These programs provide learning opportunities that enrich students’ lives and provide education beyond the classroom. (3.D.15)

All students enrolled in six or more credit hours are eligible to become members of the Associated Students of Community College District 15. This organization’s policies and procedures are described in the ASWVC governing documents: the constitution, bylaws and financial code. (See Exhibit 3.10, ASWVC documents.) The ASWVC governing documents

are reviewed by the members of student government annually and revised if necessary. The Board of Trustees approves revisions.

Student Programs is also responsible for providing a handbook to student club advisors that includes the governing documents and procedures for travel, expenditures of S&A (services and activities) fees and the budgeting process. (See Exhibit 3.11, student program advisor handbook.)

All student organizations, activities and scheduled events are open to all students, including the physically disabled, older students, and evening, part-time and commuter students. Accommodations are made for students with special needs. Events have been offered in the evening both on the Wenatchee and North campuses. Table 3.2 presents a list of current student organizations.

The Activity Council and the Student Senate approve all student organizations. Procedures for beginning a new sponsored student program are defined in the ASWVC bylaws under Article VII, section 3.

Many of the student organizations are closely affiliated with the technical programs that are offered at the college, which provide a leadership component within that program. All of the student organizations provide students with practical experiences to enhance their learning in the classroom setting. Student organizations help enhance student retention and success.

The Student Programs department contributes to meeting Wenatchee Valley College’s Goal 5: “to serve as a primary cultural and intellectual center of North Central Washington,” by sponsoring cultural opportunities and enrichment activities. At least one event is scheduled each month. The ASWVC Events Coordinator oversees the series and gathers input from other members of Student Senate to determine the programs that will be offered throughout the academic year. The Events Coordinator and five other Student Senate members also attend the National Association of Campus Activities Regional Conference held in the fall. This conference affords the students an opportunity to hear speakers and entertainers before making a final decision to contract them for

WVC. The conference also provides the opportunity for Wenatchee Valley College to block-book with other colleges, resulting in a reduced rate for each college. Student government officers and the Dean of Student Programs review the activities offered each academic year to evaluate the success of the event and determine whether the event will continue to be offered the following year. (3.D.16)

The ASWVC Student Senate's goal is to schedule a diverse range of events and entertainment programs throughout each academic year. The student government works closely with the Multicultural Coordinator to schedule programs addressing diversity. Each year, events are scheduled to highlight different cultural backgrounds; recent presentations have focused on Black history, Native American culture, women's

Table 3.2—WVC Student Organizations

Wenatchee Campus		
<u>Club</u>	<u>Adviser</u>	<u>Students (99-00)</u>
Characters of the Knight	Jim Steiner	12
Chemical Depend. Counselors Student Assoc.	Beverly Warman	11
Cyber Knights	Michael Lair	10
Delta	Rob Fitch	16
Fellowship of Christian Athletes	Kristin Sims	13
Friends of Music	Dr. Margaret Licon	16
International Club	Dr. Stephen Berard	13
Latter-day Saints Student Association	Paul Stowell	11
Order of the Blade	Kari Erickson	10
Phi Theta Kappa	Dr. Dan Stephens	15
Radiant Knights	Shirley King	38
Refrigeration Club	Greg Jourdan	16
Science Club	Rob Fitch	13
Student Arts Association	Stephen Henderson	13
Student Nurses of Wenatchee	Linda Visser	45
Students of Color Club	MaryAnn Kunsman	10
Tree Fruit Production Association	Dr. Kent Mullinix	19
WVC Athletic Training Club	Kristin Sims	10
WVC Dance Squad	Janet Goetz	11
WVC Jazz Club	Roger Vandivort	10
WVC Outbackers	Roger Pepper	13
North Campus		
<u>Club</u>	<u>Adviser</u>	<u>Students (99-00)</u>
Drama Club	Ruth Hegdal	12
MEChA Club	Terry Hoffman	10
North Byte Technology Club	Kit Arbuckle	11
Nursing Club	Mariann Williams	18
Phi Theta Kappa	Barry Corson	11
Red Road Association	Dr. Carol McMillan	12

issues and Latino history and culture. The Student Senate has also sponsored a variety of events, such as *open microphones*, in which students and community members can participate. Speakers have also been scheduled to address issues, such as career planning and alcohol and drug prevention. The Senate also funds the Arts & Humanities Film Series coordinated by the Art department. (3.D.15)

International Student Programs

The Dean of Student Programs oversees special programs for groups of international students during the summer and winter breaks. Over 400 college students from Japan and Korea have participated. The programs include instruction in conversational English and scheduled visits to local businesses and tourist attractions. They also provide opportunities for the international students to stay with families in the community for a weekend. The international programs have provided cultural enrichment opportunities not only for the visiting students, but also for community members and Wenatchee Valley College staff members. International students were housed in the dormitory prior to summer 2000; future growth of these programs will require alternative housing arrangements.

Tutor Center

In 1999 the Dean of Student Programs assumed supervision of the college's Tutor Center, which had previously been a part of the Instruction unit. Students at Wenatchee Valley College who need extra help in their classes can obtain free tutoring in math, English and other subjects. Tutoring services are available during the fall, winter and spring quarters.

The department evaluates the quality and breadth of tutoring services each quarter. Student evaluations reveal student satisfaction with the quality of service and suggest additional tutoring needs by academic area. The desired outcome for the Tutor Center is that 80 percent of the students receiving tutoring services will receive a passing grade in the related course. Data for 1999-2000 is presented in Exhibit 3.12.

Student Publications

Currently Wenatchee Valley College does not have any student-written or -organized publications. The Student Programs office publishes the *Knight News* twice a month to inform students of events and provide general college information.

Recreational and Athletic Opportunities

An intramural program is offered each quarter at the Wenatchee campus. Activities that have been scheduled in the past include flag football, *three-on-three* basketball, tennis, softball and bowling. Intramural sports are offered to all students regardless of skill level. Intramurals offer students an enjoyable physical activity and an opportunity to meet other students. Each year, the Intramural Coordinator and Dean of Student Programs, with input from the general student population, review the programs and plan future offerings. (3.D.17)

Although there has been intermittent interest over the years in reference to student athletics in Omak, the campus facility and the lack of available community facilities generally precludes student athletics.

Intercollegiate Athletics

The Wenatchee Valley College intercollegiate athletic program is an integral part of the college's comprehensive educational plan. The program is designed to provide a positive influence in developing the student-athlete's mind, body and character. The athletic program requirements meet or exceed the Northwest Athletic Association of Community Colleges (NWAACC) requirements. Students participating in athletic activities at Wenatchee Valley College are required to be full-time students and are expected to make satisfactory progress toward completion of an educational goal. (3.E.1)

Current intercollegiate sports opportunities at Wenatchee Valley College include men's and women's basketball and soccer, men's baseball, and women's softball.

The Athletic Director, head coaches, Dean of Student Programs, Dean of Student Support Services, Registrar and Director of Fiscal Ser-

vices are involved in the regular review of policies and procedures concerning intercollegiate athletics. Eligibility rules, financial aid and regulations for recruitment are governed by NWAACC. A meeting with all coaches, athletes, Financial Aid staff members and counselors is held each fall. Monthly coaches' meetings address NWAACC regulations and funding issues. All coaches monitor academic progress for student athletes throughout the academic year. The Wenatchee Valley College athletic codebook is currently being revised and updated. (See Exhibit 3.13, athletic codebook.)

Coaching at Wenatchee Valley College is guided by the following principles, which provide program direction and delineate the responsibilities of the athletic staff. (3.E.2) Wenatchee Valley College coaches shall be committed to:

- conducting sport(s) in such a manner as to give full and active support to the educational aims of Wenatchee Valley College and to perpetuate the concept of being a student first, an athlete second;
- developing and maintaining in athletes the highest degree of sportsmanship, including respect for officials and fellow athletes whether they are teammates or members of opposing teams;
- promoting cooperative teamwork and unification of interest and effort among fellow coaches and the athletic staff members of Wenatchee Valley College;
- placing primary recruiting emphasis on attracting the best athletes in North Central Washington, specifically the Wenatchee Valley College service area, the state of Washington, then those states approved for recruiting by the Northwest Athletic Association of Community Colleges;
- developing a positive self-concept in each athlete through use of appropriate coaching/teaching techniques such as encouragement, praise and positive reinforcement;
- presenting a positive and professional image of the college and its athletic program to the communities it serves; appropriate professional conduct includes

avoiding displays of a derogatory nature such as the use of foul language and/or obscene gestures;

- representing Wenatchee Valley College while complying with all league and college regulations.

NWAACC requires an annual review of rules and regulations changes in the athletic codebook. The Athletic Director meets with each head coach to review code changes and points of emphasis for each year. The Athletic Director is also the Athletic Commissioner, who attends quarterly regional meetings and the annual NWAACC meeting in May. The college currently does not have a faculty committee overseeing intercollegiate athletics, but Student Services staff members such as the Director of Financial Aid, Registrar, Dean of Student Programs and Dean of Student Services regularly review policies and procedures. The two athletic commissioners are governed by the policies in the NWAACC regulations.

Funding

The budget process is defined in the ASWVC financial code, Article III. In February of each academic year, the coach from each sports program submits a budget request to the S&A Fee Budget Committee for the following academic year. The student committee meets with each coach to discuss the budget request. Per the financial code, athletic programs receive 50 percent of the total fees collected. The Student Senate and Board of Trustees approve the S&A fee budget each academic year. The Dean of Student Programs oversees the S&A budget, which includes funding for the athletic programs. The Student Programs office tracks all expenditures and income. Each month the Student Programs office balances the athletics accounts with the business office. (3.E.4)

See Standard Seven for additional information about fundraising for athletic programs.

Student Athletes

Admissions requirements and procedures and academic standards and requirements for student athletes are governed by both Wenatchee Valley College requirements and NWAACC regulations

(see Exhibit 3.10, Article III). Financial aid awards are also governed by NWAACC regulations (Exhibit 3.10, Article IV). NWAACC Article IV governs equitable treatment for men and women. (3.E.3)

Analysis and Appraisal

Admissions and Registration

Strengths

- The transition into a Web-based application, admissions and registration environment has gone smoothly.
- Outreach and recruitment activities have been increased, particularly in local high schools.
- Intra- and inter-district communication through a variety of publications, admissions office bulletins and information alerts for students have been improved. (See Exhibit 3.14 for examples.)
- Office efficiency has improved in terms of processing applications and transcripts.

Challenges

- The North campus transition to an online admission and registration environment is not complete. The infrastructure is in place for this conversion, but there are some training and procedural issues to be resolved.
- The Web environment could be enhanced with the addition of services such as Wait List and computer degree audit. The Wenatchee admissions office has undergone a significant transition in personnel (four of the five staff members, including the director, have been in their positions for less than one year). Getting the computer degree audit up and running will require significant training and considerable expertise.
- Reviewing and restructuring job tasks and functions will be a big challenge,

particularly when job tasks change due to technology.

- A comprehensive enrollment management program still needs to be developed. Prospective target groups such as disabled students, technical-professional students, workforce development program students, multicultural students and economically or academically disadvantaged students must be reached more strategically in order for the outreach program to be truly comprehensive.

Recommendations

- The college should provide the training necessary to bring the North campus into a Web-based admissions and registration environment. The Wenatchee campus admissions staff must be prepared to help with this transition as needed. The K-20 interactive video network should also be utilized in this process. All staff members on both campuses should become more skilled and more comfortable with this mode of communication.
- A systematic review of Admissions and Registration job descriptions and policies and procedures is needed. This is particularly important because of the changes in staff and the increasing use of technology.

Assessment

Strengths

- The number of students who take ASSET but are not assigned to an appropriate advisor has been reduced.
- COMPASS is being used to complement ASSET as a placement tool. COMPASS is particularly valuable for use with students with disabilities.
- ASSET and COMPASS are readily accessible to students at convenient times, particularly evenings, throughout the year in Omak.

- The Self-Placement Sampler developed at the North campus is a valuable assessment and placement tool there.

Challenges

- The placement tools used in Wenatchee and Omak are not integrated.
- The assessment and placement tools for limited entry programs are not standardized between the two campuses.

Recommendations

- Student Services should review standardized placement instruments to determine whether or not assessment and placement can be uniform throughout the district.
- The college should explore employing the use of computer adaptive placement assessment, particularly for distance learners. This type of assessment improves student access and dispels some of the concerns that come from opponents of timed, paper-and-pencil testing sessions.

Advising

Strengths

- The summer early registration program allowing new and former students access to advising and registration beginning in May rather than September has been successful.
- Educational planners have been integrated into the advising process.
- The number of students who *slip through the cracks* and are not assigned advisors immediately after participating in assessment and placement has been reduced.
- The advisor-training program has been strengthened. Advisor-training workshops are more specialized, intensive and frequent.
- Group advising has been incorporated into the Early Summer Registration program. Two to three advisors provide intake advising for up to 15 students a session.

These two-hour sessions combine group activities with individualized attention while improving efficiency.

Challenges

- Advising is becoming increasingly complex. Advising a student to complete a transfer degree was once common but is no longer sufficient. Many baccalaureate institutions are emphasizing the completion of course work related to the major rather than completion of a transfer degree. Distance learning programs bring added complexity to advising, as does the increasing diversity among students.
- Increasing numbers of students entering the college through the Transitions and Workforce Development programs present special challenges. These students, often lacking skills and education, need good advice and placement if they are to succeed. They are labor-intensive students who, in addition to other challenges, will show a high incidence of learning disabilities. Collaboration among advisors and counselors throughout the district is critical to their success.
- It can be challenging to keep the instructional faculty actively engaged in the advising process through good training and appropriate advisee assignments.
- Integrating technology into the advising process presents some challenges. The number of distance learners will continue to grow and many of these students seldom, if ever, visit campus. The logical extension of processes such as electronic access and registration is advising over the Web. The college must be prepared to meet this student need.

Recommendations

- Student Services should explore the feasibility of a cadre advising system. Inherent in such a process is the development of a method for evaluating individual advisors rather than the advising process as a whole. The most effective

advisors would be offered the opportunity to participate in the advising cadre.

- The college should strengthen the link between traditional student services advisors and counselors and their counterparts from *soft money* programs such as the Transitions program and Workforce Development. Staff members from these programs who provide student services are not formally linked to the current Student Services reporting structure. If this arrangement is to continue, continuous collaboration and communication are critical.
- Student Services should develop a plan to provide Web-based advising, as well as provide more *self-help* advising information to students via the Web.
- The college should develop guidelines to help identify students who can *self-advise* successfully and appropriately. This should not be confused with refusing advising services to any student. However, it is clear that some students do well with self-advising, and if they can identify themselves and demonstrate that capacity, then the staff members will have more time for advising those with greater needs.

Counseling

Strengths

- With the addition of the wellness counselor and the career counselor, the Counseling Center now provides more comprehensive service to students than in the past.
- The services provided to academically at-risk students have increased retention.
- The increased frequency of Wenatchee counselors traveling to Omak has improved service to students and communication among college staff members.

Challenges

- A better integration of services is needed, particularly with regard to those services

being provided outside the Counseling Center. Transitions and Workforce Development personnel on both campuses work independently of the Counseling Center.

- North campus student services personnel's lack of specialization has limited the scope of counseling services available on a daily basis in Omak.
- Wellness counselor services in Omak need to be more consistent. This counselor provides more emergency and crisis intervention services than others, making it more difficult to schedule and keep appointments in Omak.

Recommendations

- The college is reviewing organizational structure. Part of that review should consider the coordination of student services between campuses. Some problems with integration of services could be better addressed using a district administrative model. This model would require Student Services personnel performing similar services to report to the same dean.
- The college should improve the integration of services between traditional student services providers and those in Transitions and Workforce Development programs. Collaborative activities (workshops, group counseling and/or advising, combined staff meetings, etc.) between the areas should be expanded and defined more formally.
- If the work with academically at-risk students and those seeking career counseling continues to demonstrate outcomes of improved student retention, increased funding should be considered. The current staff is not sufficient to serve all of these students.
- The college should increase the level of counseling-related services in Omak. The Wenatchee staff plans to visit the North campus more frequently in the coming year. Creative ways of providing service to staff members and students via the K-

20 system should also be explored and implemented.

- The college should develop more ways to provide service in groups rather than individually. This will be a particular emphasis for the wellness counselor, who will provide more workshops on each campus.

Special Populations

Strengths

- The program continues to grow and flourish, as evidenced by the greater numbers of students served.
- Students who receive accommodations make acceptable progress toward their educational goals.

Challenges

- It is often difficult to balance the needs and concerns of students and faculty members in the accommodation process.
- It is challenging to stay current with state and federal guidelines regarding the accommodation issues.
- Incorporating activities such as career planning into the services provided to students with disabilities requires considerable planning and effort.

Recommendations

- The college should maintain a comprehensive program of professional development for the program coordinator, who is new to the position.
- The Special Populations office should cultivate an open and collaborative relationship with faculty and staff members.
- The Special Populations Coordinator and the career development counselor should collaborate to increase the number of students with disabilities who participate in individualized or group career counseling activities.

Running Start

Strengths

- WVC does a good job of informing parents and students about the advantages and disadvantages of becoming a Running Start student. The parent information nights and mandatory student orientations seem successful in eliminating marginally qualified or unmotivated applicants.
- The quarterly newsletter keeps local K-12 counselors and administrators abreast of state and local Running Start program guidelines.
- Running Start students receive outstanding advising, as evidenced by their high grade point averages, course completion rates and retention rates.
- The program integration between campuses is good. Communication among staff members is good, and standardization of procedures is high.

Challenges

- The Running Start Program Coordinator is approaching retirement and a re-evaluation of how to staff and operate the program is inevitable. It is highly unlikely the replacement (or replacements) will be as skilled at all aspects of program coordination (articulation between participating institutions, recruitment, intake, advising, counseling, etc.) as the outgoing coordinator.
- The intent of the Running Start program is to give qualified high school juniors and seniors the opportunity to earn college credit and experience life as a *regular* college student. Two underserved groups throughout the state are students with disabilities and students who live in rural areas. Distance learning classes can conveniently serve both groups. A big challenge is how to provide these students with *regular* student services such as advising. Advising is particularly critical to Running Start students, as they attempt to

meet both high school and college graduation requirements.

- Keeping the needs of Running Start students in mind when planning an annual WVC course schedule is a continuing challenge, although one that the college has met successfully in most instances.

Recommendations

- The college should prepare for the transition to a new Running Start coordinator. An important consideration is to retain the high quality of advising, perhaps the most critical component of the program's success to date.
- The college should maintain the requirement that all prospective Running Start students receive thorough orientation and intake advising as they enter the program. This will become increasingly difficult as the college establishes satellite campuses and more students enroll in distance learning classes.
- The college should consider the needs of these students by continuing to involve the Running Start coordinator in planning activities associated with the annual schedule.

Multicultural Program

Strengths

- The peer mentor program has been successful in expanding opportunities for students of color at all levels.
- A new brochure has improved the marketing of the multicultural club.
- The program provides a sound academic support system for multicultural students.
- Program staff members collaborate effectively with communities, agencies, schools, staff members, faculty members and students to create mutually beneficial partnerships leading to student success.
- Hosting the Migrant Career Fair has been very successful, with approximately 350 students attending in April 2000.

Challenges

- More work is needed to recruit multi-cultural students from a wider range of ethnic groups.
- Mechanisms have not been established to accurately measure the success of the program.
- More work is needed to educate and promote a sense of campus community, characterized by mutual support and open communication.

Recommendations

- The name of the student club should be changed from Students of Color to Cultural Diversity Club to better reflect the nature of the program.
- The program should develop surveys or other evaluation tools to assess its effectiveness.

Financial Aid

Strengths

- The required debt management workshops in Wenatchee and Omak conducted by local bankers appear to be well-received by students.
- Financial Aid staff members have initiated monthly trips to Omak to conduct financial aid counseling sessions with students. These sessions were made possible with the addition of a staff member to the Financial Aid office in 1999.
- Staff members offer weekly 60-minute sessions from January 1 to March 1 on how students and prospective students apply for financial aid.
- Financial aid services have been integrated into the application process for Workforce Development program students. Program coordination across departments and throughout the district has been good, evidenced by the increase in program participants and financial aid monies disbursed.

- A financial aid status check has been integrated into the summer registration process. The Financial Aid Director participates in the advising process by meeting with students to inform them of their financial aid status.
- An open, collaborative working relationship exists with the other student services personnel in the Student Support Services department.
- The audit record is consistently clean in virtually all issues related to financial aid, including veterans' services.

Challenges

- It is difficult to recruit, train and retain highly qualified staff members. The technical demands on the staff are tremendous, and they work in a high-stress environment.
- The department needs a professional development plan to keep pace with the increasing reliance on technology and the growing complexity of state and federal regulations. This problem is compounded by WVC's remote location.
- The number of labor-intensive students and processes is growing. The number of *touches* that go into preparing student files has increased tremendously, as has the number of student contacts in the Financial Aid office. The combination of more complex processes and less sophisticated students creates more stress and conflict for everyone involved than ever before.
- It is difficult to maintain confidentiality in a crowded, open work environment.

Recommendations

- The Financial Aid office should provide an ongoing program of professional development, beginning with job orientation, that allows the staff to perform more efficiently and effectively. Critical to this process is a comprehensive review of training needs of each staff member.
- Financial Aid staff members should take advantage of online training workshops

and professional conferences as often as possible and advocate for more of these learning opportunities. Online training reduces expense and allows for better office coverage.

- The college should construct a glass wall to enclose the Financial Aid office and provide for greater student confidentiality.
- Service to Omak should be expanded by utilizing the K-20 connections to provide more frequent and immediate access to North campus staff members and students.

Student Programs

Strengths

- The renovation of the Student Center has provided WVC students with an updated and more functional facility and has increased student awareness of offerings by the Student Programs department.
- As of fall 1999, the Student Programs department has been providing tutoring services. The Tutor Center has received overwhelming support from the faculty. The inclusion of the Tutor Center has been a major factor in the increased student traffic in the center.
- The bylaws for the Associated Students of Wenatchee Valley College are reviewed every other year. Several years ago, the structure of student government was reviewed and changed. The membership was downsized to 12 from 15. Several positions were combined, which resulted in a more efficient and effective organization. The student government officers will be reviewing the bylaws again this year and may make additional recommendations in changes to the membership.

Challenges

- Student recruitment and retention are areas of special concern for both Student Programs and Student Services.
- Wenatchee Valley College does not have a

designated hour to program events, speakers and entertainment during the day. It has been a challenge through the years to decide when to schedule events to avoid conflict with instruction. For the past three years, student government meetings have been held at 6:00 p.m. to avoid conflicts with classes.

Recommendations

- Student Programs should broaden the services that are provided for students and work even more closely with the Student Support Services staff in the areas of recruitment of new students and retention.

Athletics

Strengths

- The intercollegiate teams have been successful in playoffs and league championships.
- The teams have been a positive factor in community outreach throughout the district.
- Outside donations supported construction of an excellent new baseball facility.
- The number of players continuing their academic and athletic endeavors at four-year colleges gives evidence of the strength and success of Wenatchee Valley College programs.

Challenges

- The Athletic Director and coaches are not evaluated systematically.
- The athletic handbooks for student athletes and for coaches are out of date.
- The women's softball field is becoming inadequate.
- New gym facilities should be considered because seating capacity is at the maximum at many home games.
- The expenses of running an intercollegiate program at a small, rural community college are very challenging. Fundraising efforts are needed to maintain a viable level of support.

- The proportion of part-time coaches raises concerns about the continuity of athletic programs.
- The number of keys to the gym that have been issued raises security concerns.

Recommendations

- The college should develop an appropriate evaluation process for coaches and the Athletic Director, to be conducted annually.
- Athletic handbooks should be revised and re-published on a regular basis.
- The college should explore possibilities for systematic, appropriate fundraising to supplement the existing athletics budget.
- The program should work with the campus security and operations staff to review security and access to the gym. Keys to the gym should be *called in*, and locks changed as necessary; processes should be put in place to limit the number of keys issued in the future.

List of Appendices

- 3.1 WVC Grading Policy
- 3.2 FERPA Statement
- 3.3 Admissions Report (Table 1)
- 3.4 Student Affairs Staff Profile (Table 2)
- 3.5 Student Characteristics
- 3.6 Retention (1996 – 1998 Cohorts)

List of Exhibits

- 3.1 Student Services Organizational Chart and Job Descriptions
- 3.2 WVC Student Handbook
- 3.3 Self-Placement Sampler Instrument
- 3.4 Advising Materials
- 3.5 Special Populations Student and Equipment Data
- 3.6 Multicultural Program Activities
- 3.7 Running Start Student Data
- 3.8 Financial Aid Data
- 3.9 Financial Aid Audit Reports
- 3.10 ASWVC Documents
- 3.11 Student Program Advisors Handbook
- 3.12 Tutor Center Data
- 3.13 Athletic Codebook
- 3.14 Sample Student Services Information Alerts

Standard Three Committees

Leadership Team:

Carole Keane, Chair – Dean, Student Programs
 Marco Azurdia – Director, Enrollment Services
 Jim Cannon – Faculty, Economics/History
 Dr. Ralph Dawes – Faculty, Natural Sciences, North Campus
 John Michaelson – Dean, Student Services
 Dr. Jeff Startzel – Counselor, Student Services

Review Team:

Pam Kelley – Secretary Senior, Student Programs
 Evelyn Morgan-Rallios – Administrative Assistant, North Campus
 Barbara Muller – Counselor, Student Services
 Cathy Vaughn-Unger – Tutor Center Coordinator

Standard Four: Faculty

Overview

Wenatchee Valley College employs a well-qualified faculty of 74 full-time instructors, librarians and counselors and, during an average quarter, about 140 part-time and adjunct instructors. Faculty members are actively engaged in many aspects of college governance. The Instruction Council, composed of the division chairs, is the formal avenue through which faculty members share their voices regarding college policy, curricular decisions and budgets. The faculty is organized for collective bargaining as the Association for Higher Education (AHE). The negotiated agreement between the college and the AHE contains provisions concerning the faculty's rights and responsibilities to participate in salary and workload determination, faculty selection and evaluation procedures, student advising, institutional and program assessment, and shared governance through college committees.

Purpose

A key element of Wenatchee Valley College's overall mission is to "provide high-quality transfer, liberal arts, technical/professional, basic skills and continuing education to students of diverse ethnic and economic backgrounds." To fulfill this mission, the college recruits and retains faculty members who are prepared through education and experience to plan and offer this full range of instructional programs for WVC students.

The WVC faculty contribute significantly to meeting many of the college's specific goals, both inside and outside the classroom, as detailed below. The faculty represent the primary asset through which the college serves the communities of North Central Washington. Administrators and classified staff members also contribute to these efforts.

Goal 1: "Provide transfer programs to ensure timely and successful articulation to receiving institutions."

Research done by the State Board for Community and Technical Colleges (SBCTC) shows that students who graduate from WVC with an Associate of Arts and Sciences degree and then transfer to one of the state baccalaureate institutions succeed as well or better than students who started at those institutions. Of the students who declare an intent to transfer when they enter WVC, an average of 53 percent do transfer within a year of graduation. This rate puts WVC in the top quartile of Washington's community and technical colleges. Thirty-seven full-time faculty positions are assigned to the liberal arts and sciences disciplines on both WVC campuses. Additionally, six faculty members teach in technical/professional programs that have associate degrees articulated with baccalaureate institutions.

Goal 2: "Provide technical/professional training that prepares students for evolving job markets."

The college offers associate's degrees in 18 technical/professional programs. Certificates of completion are available in 14 technical/professional fields. Several sources of information

indicate that graduates of these programs are highly regarded by regional employers: students from high-tech programs are hired prior to completion of their programs; advisory committee members, many of which are employers, reinforce that the quality of training meets their needs; graduate follow-up data from the State Board for Community and Technical Colleges indicate employer satisfaction.

In recent years, three technical programs have developed direct transfer agreements with specific universities: WVC's Washington Tree Fruit, Tree Fruit Integrated Pest Management and Nursing programs are all articulated with baccalaureate degrees at Washington State University. The Computer Technology and Systems program is working toward similar articulation agreements with one or more state baccalaureate institutions. Twenty-five full-time instructors are assigned to technical/professional programs. Each program has a faculty member assigned as a program director.

Goal 3: "Provide education and career development for those seeking basic skills."

More than 2,000 students seek assistance from the college in developing basic skills and English language proficiency each year. Classes are offered on the campuses and at outreach sites throughout the three-county district. Workplace skills are also taught through programs that mix technical proficiencies with basic skills. Five full-time faculty members and a multitude of part-time instructors deliver these programs. A federal Title III grant has allowed the college to develop a new *Transitions* program to assist students in moving from basic skills levels to college transfer or technical/professional programs.

Goal 4: "Provide continuing lifelong learning and enrichment opportunities."

The Continuing Education division specifically addresses this goal. The Continuing Education faculty serve the professional development needs of individuals and businesses throughout the WVC service area through customized training, small business development, community education, teleconferences, senior citizen classes and Elderhostel programs. The three staff mem-

bers who develop these programs recruit qualified specialists from the communities as instructors.

Goal 5: "Serve as a primary cultural and intellectual center of North Central Washington."

Faculty members have been integral to developing, participating in or delivering many opportunities—such as lecture series, film series, vocal concerts, theater performances, student art exhibits, star-gazing sessions and athletic events—that enrich the communities of the WVC service area.

Goal 6: "Provide quality student services essential to the personal and academic success of students."

Noninstructional faculty members such as counselors and librarians contribute a great deal to the success of students at Wenatchee Valley college. Seven and a half full-time faculty members are assigned to these student service and instructional support functions.

Goal 7: "Provide opportunities to the people of North Central Washington to understand, appreciate and value diversity of people, cultures and ideas."

The college's distribution requirements are broadly based and designed to expose students to an array of ideas and cultural experiences. The college also has a Cultural Diversity Committee, which is responsible for bringing many events that celebrate diversity to the campuses. Faculty members on both campuses serve as advisors to student multicultural clubs on both campuses, including the Students of Color club, the Red Road club and MEChA. See Standard Three for details of student clubs and current faculty advisors.

In addition to these goals to which the faculty contribute so significantly, the college is also committed to developing and sustaining the quality and commitment of its faculty members through *Goal 11:* "Invest in the professional development of faculty and staff essential to the vitality of the educational community." A Faculty Professional Development Committee develops guidelines by which faculty development funds are disbursed. The committee also works to bring

significant events to the campuses that will benefit the cultural and intellectual offerings of the college.



Description

Administrative Organization

In the summer of 1998, the college reorganized the administration of instruction to put more adequate administrative support closer to the faculty. Collective bargaining in 1999 restructured faculty divisions to mirror the administrative structure. Instructors at the Wenatchee campus are assigned to divisions by academic discipline; instructors at Omak are all assigned to the North Campus division.

Division Organization

By negotiated contract, each faculty member is assigned to one division. The divisions and the departments within them are:

Liberal Arts and Sciences:

English/Humanities (Developmental English, Developmental Reading, English, Literature)

Fine Arts/Humanities (Art, Communications, Humanities, Music, Theater, World Languages)

Math (Mathematics, Developmental Mathematics)

Physical Education

Science (Astronomy, Biology, Chemistry, Engineering, Geology, Meteorology, Physics)

Social Science (Anthropology, Economics, Education, Geography, History, Philosophy, Political Science, Psychology, Sociology)

Technical/Professional:

Allied Health and Safety (Chemical Dependency Studies, Fire Command, Fire Science, Health Care Assistant, Medical Laboratory Technology, Nursing, Radiologic Technology)

BIT and CTS (Business Information Technology, Computer Technology and Systems)

Business and Agriculture (Accounting, Accounting Technology, Business Transfer, Hispanic Orchard Employee Education Program, Orchard Business Management, Tree Fruit Production)

Technical/Industrial (Automotive Technology, Early Childhood Education, Environmental Systems and Refrigeration Technology, Manufacturing Technology, Residential Construction)

Other:

Life Skills (Adult Basic Education, Counseling, English as a Second Language, GED, Library)

North Campus (all WVC faculty members based in Omak)

A list of current full-time faculty members and the subjects they teach appears in Appendix 2.1.

This division structure, which groups North campus faculty members together based on district geography and organizes the rest of the faculty based on disciplines, has created some difficulties. Many faculty members at the North campus feel that they should be supervised solely by the Dean of the North Campus for reasons of local autonomy and convenience, whereas the instructional leadership of the college believes that a discipline-based framework is vital to educational quality and consistency throughout the district. This governance issue remains unresolved. (See Standard Six for further discussion.)

Each division has a chair, elected by the faculty members in that division. The responsibilities of a division chair are outlined in the faculty contract. There are not *department chairs* as at larger institutions; in fact, many departments have only one faculty member. (See Exhibit 4.1, WVC-AHE contract, Section E.)

During the past two years, the Executive Dean of Instruction has emphasized that communication is a primary responsibility of the division chairs. Chairs attend monthly meetings of the

Instruction Council and are charged with transmitting information from these meetings to division members. This seems to be working very well. Division chairs report the response of their faculty members at subsequent meetings. If issues are discussed in the Instruction Council that require a vote at a subsequent meeting, division chairs are responsible for seeking and representing the opinions and concerns of their division members.

Of the part-time faculty members employed during winter quarter, 2000, three have doctorates from three universities and 38 hold master's degrees from 24 universities. Vocational certifiability is required for part-time faculty members in technical/professional programs. This information is presented in Table 4.1, Faculty Table #1, and Table 4.2, Faculty Table #2.

Qualifications of Faculty Members

The educational and experiential qualifications of the Wenatchee Valley College faculty are strong. Within the full-time faculty, 13 have doctorate degrees from 11 different universities. The 54 master's degrees held by full-time faculty members were earned at 31 institutions. All of the faculty members in the technical/professional programs have current vocational certifications, indicating that their technical experience is current and substantial (4.A.1).

Expectations of Faculty Members

All full-time faculty members, whether classroom instructors, librarians or counselors, have position expectations outlined in the collective bargaining agreement. (See Exhibit 4.1, Sections A, B, C.) The most notable change in the contract negotiated in 1999 was the addition of language requiring every faculty member to regularly and actively participate in the ongoing assessment activities of the college.

Table 4.1—Institutional Faculty Profile

Rank	Number		Full-Time Faculty															Previous Fall Term Credit Hour Load		
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience						
	Full Time	Part Time	Dr	M	B	Less than B	Prof License	Min	Max	Ave	Min	Max	Ave	Min	Max	Ave	See notes below			
Professor	37		6	28	1	1	38	\$36,240	\$47,040	\$43,573	9	35	16.9	11	55	23.6	7.5	20	14.69	
Associate Professor	10		2	7	0	0	6	\$37,320	\$42,720	\$41,520	1	15	6.9	1	30	15.1	10	20	15.13	
Tenure Candidate	17		3	10	2	0	10	\$33,000	\$42,720	\$39,480	1	16	3.65	1	22	9.82	10	20	16.31	
Full-time Non-Tenure Track	9		1	7	0	1	5	\$27,040	\$44,257	\$39,798	1	7	3.22	1	16	6.89	10	20	14.55	
Part-time, Adjunct Faculty		84	3	38	30	10	91				1	16	2.95	1	41	11.5				

- Notes: 1. Averages are calculated using only the data for teaching faculty members. Each category of faculty has at least one nonteaching faculty member (counselor or librarian); the loads of these faculty members are not included.
 2. Credit load figures include all overload contracts as well as regular assignments.

Table 4.2—Number and Source of Terminal Degrees of Faculty

Full-Time Faculty, 1999-2000				
#	Institution Granting Degree	Doctorates	Masters	Bachelors
9	Central Washington University	0	7	2
9	Heritage College	0	9	0
6	University of Washington	2	4	0
4	Washington State University	1	3	0
3	Eastern Washington University	0	2	1
3	Gonzaga University	1	2	0
3	University of Wyoming	0	3	0
2	Arizona State University	0	1	0
2	Indiana State University	1	1	0
2	University of Arizona	1	1	0
2	University of Idaho	2	0	0
2	Wenatchee Valley College	0	0	0
1	Brigham Young University	0	1	0
1	California State University	0	1	0
1	Central Michigan University	0	1	0
1	Colorado University	0	1	0
1	Florida Atlantic University	0	1	0
1	Idaho State University	0	0	0
1	LaSalle University	0	1	0
1	Nova Southeastern University	1	0	0
1	Old Dominion University	0	1	0
1	Oregon State University	1	0	0
1	Seattle Pacific University	0	1	0
1	Southern Illinois University	0	1	0
1	Southern Methodist University	0	1	0
1	Stanford University	0	1	0
1	State University of New York at Buffalo	1	0	0
1	The George Washington University	0	1	0
1	University of Alaska	0	1	0
1	University of British Columbia	0	1	0
1	University of California - Davis	0	1	0
1	University of Cincinnati	0	1	0
1	University of Colorado, Denver	0	1	0
1	University of Massachusetts/Amherst	1	0	0
1	University of Missouri- Columbia	1	0	0
1	University of Portland	0	1	0
1	Western Washington University	0	1	0
1	Westminster College	0	1	0
1	Whitworth College	0	1	0

Table 4.2—Number and Source of Terminal Degrees of Faculty (continued)

Part-Time Faculty, 1999-2000				
#	Institution Granting Degree	Doctorates	Masters	Bachelors
11	Heritage College	0	10	1
8	University of Washington	0	4	4
7	Wenatchee Valley College	0	0	0
6	Washington State University	0	2	4
5	Central Washington University	0	0	5
3	Eastern Washington University	0	2	1
3	Portland State University	0	1	2
3	Seattle Pacific University	0	1	2
3	Western Washington University	0	1	2
2	University of Maryland	0	0	2
1	Arizona State University	1	0	0
1	Bethany University	1	0	0
1	Brigham Young University	0	1	0
1	California State University - Fullerton	0	1	0
1	Chapingo Autonomous University, Mexico	0	0	1
1	City University	0	1	0
1	Eastern Illinois University	0	1	0
1	Golden Gate University	0	1	0
1	Gonzaga University	0	1	0
1	Louisiana State University	0	1	0
1	Michigan State University	0	1	0
1	Montana State University	0	0	0
1	Montclair State University	0	1	0
1	New College University of South Florida	0	0	1
1	Southern Illinois University	0	0	1
1	Spokane Community College	0	0	0
1	Spokane Falls Community College	0	0	0
1	St. Louis University	1	0	0
1	The Evergreen State College	0	0	1
1	The Masters College	0	0	1
1	University of Wyoming	0	0	1
1	University of Arizona	0	1	0
1	University of British Columbia	0	1	0
1	University of Northern Colorado	0	1	0
1	University of Portland	0	1	0
1	University of Southern Alabama	0	1	0
1	University of Texas	0	0	1
1	University of Wisconsin	0	1	0
1	Utah State University	0	1	0
1	Yakima Valley Community College	0	0	0
1	Yale University	0	1	0

Part-time faculty members are an integral part of the instructional efforts of Wenatchee Valley College. Fluctuations in the number of class sections offered each quarter, the scheduled times that class offerings are needed, the availability of classroom facilities and budgetary considerations create an ongoing need for part-time faculty members. Part-time faculty members also bring a diversity of ideas, strengths and background experiences to the college and students. With low turnover in full-time faculty members, this infusion of diversity compliments and enhances the level and breadth of knowledge, ideas and experiences the college offers its students

While the WVC administration is committed to increasing the number of full-time faculty members, it is also committed to and has demonstrated its willingness to draw from part-time faculty members to fill full-time vacancies when they occur and when appropriate.

Adjunct Faculty

A core group of long-term part-time faculty members who typically teach 10 credits (two courses) per quarter and receive satisfactory evaluations has been identified as *adjunct faculty*. The most recently negotiated faculty collective bargaining agreement defines the difference between adjunct instructors and part-time instructors. Adjunct instructors are given a yearlong contract, negotiated prior to the beginning of fall term, as opposed to part-time instructors who are hired for one academic quarter at a time. (See Appendix 4.1, adjunct faculty by division.)

Recruitment and Appointment

In general, when faculty positions are vacated, they are refilled. However, vacancies provide opportunities to reassess the needs for faculty positions. Faculty members work with the instructional administrators to determine what faculty positions need to be filled and if additional positions should be added if the budget allows. In the past this was a rather informal process. In the last four years, the process has become more formalized, requiring faculty division chairs to prepare written proposals on

behalf of their divisions. The proposal must include:

- the rationale for the new position;
- the history of effort and success in locating qualified part-time faculty;
- the history of staffing in the discipline;
- the impact of recent curricular change or anticipated change on the need for the proposed position;
- the flexibility of the position to meet multiple needs;
- the proposed annual assignment;
- potential sources for funding;
- revenue generation potential.

The Institutional Research office then compiles supporting data, including the FTEs generated in the discipline, the utilization of full-time and part-time instructors in the discipline, the student/faculty ratios, and the percentage of classes in the discipline that have been filled by part-time instructors in recent years.

The instructional administrators first meet with each of the division chairs they supervise to discuss and prioritize proposals. Then they meet together with the Executive Dean to develop priorities that will be forwarded to the college's budget committee and President's Cabinet. The recommendations are presented to the division chairs in a special meeting, where there is opportunity for further input. The proposals and data compiled for the 2000-2001 budget development are presented in Exhibit 4.2.

These formal processes have allowed information to flow freely among faculty divisions and the instructional administrators. One continuing difficulty, however, is the uncertainty of funding for the next year. In years when the state Legislature is in session, biennial budgets often are not determined until May. The institutional budget cannot be finalized until after the state budget is set. Consequently, funding for new positions, even if identified as college priorities, may not be available until after the end of the academic year. This makes recruitment for the next fall very difficult and discourages faculty participation in hiring decisions.

Over the past few years, an increasing percentage of the college's budget has come from grant funds and other *soft* sources. According to state law (RCW28B.50.851), only those faculty members who are paid at least 51 percent out of state funds are tenurable. Several new faculty positions at the college have fallen into the *nontenurable* category because of funding source. The Human Resources office has noted that this condition of employment is of concern to potential applicants. Another recruiting difficulty is the lack of appropriate employment opportunities in the community for family members.

Hiring Procedures

Hiring procedures follow the faculty negotiated agreement as outlined in Exhibit 4.1 Section D. Hiring Standards, Section B: Hiring Procedures. WVC's procedures and standards exceed the standards for faculty hiring established by the Washington Administrative Code, Chapter 131-16. (See Exhibit 4.3.)

More specific guidance is included in the faculty screening committee procedure manual developed by the Human Resources office. This manual includes a procedure outlining every step in the hiring process, including the initial meeting of the screening committee, the screening criteria, review of application materials, selection of the finalists, interviews and recommendations to the President. Also included in the manual is a copy of the hiring standards and procedures from the faculty negotiated agreement, affirmative action plan policy statement and goals, the college's mission and goals statements, pre-employment inquiry guide, sample interview questions and sample reference check questions. (4.A.6. See Exhibit 4.4, faculty screening committee procedures.)

The Human Resources office generally advertises each full-time faculty position opening internally, according to the procedures in the collective bargaining agreement. Then the position is posted locally, throughout Washington and Oregon, and in the *Chronicle of Higher Education*. Part-time vacancies are also generally advertised locally.

Each classroom instructor, librarian and counselor applicant must complete a supplemental application. (See Appendix 4.2.) This consists of written answers to five to six questions. Generally, questions ask for experience in designing new processes, working effectively with diverse populations, delivering education through technologically enhanced methods, etc. Questions may be tailored to specific positions. In addition, applicants are asked to explain their knowledge of community college missions and their flexibility to anticipate and adapt to the dynamically changing arena of American postsecondary education.

The supplemental application was developed to provide screening committees with more information about the applicants' philosophies, writing ability and experience. Though the application takes time for applicants to complete and for the committee members to read, most committees feel that the supplemental questionnaire gives them more information on which to base their recommendations than the simple application would.

All candidates invited to interview must provide a teaching demonstration for the interview committee on a subject within their disciplines or on one chosen by the committee. These demonstrations not only show the committee the applicants' knowledge and research on the topic, but also their teaching styles and how they communicate and interact with an audience of learners. Counselor and librarian candidates are asked to demonstrate skills appropriate to their disciplines, such as their participation in a career exploration session.

Equal Opportunity

It is the policy of Wenatchee Valley College, Community College District 15 to provide equal opportunity for all its employees and applicants for employment. The college reaffirms its commitment to equal employment opportunity and nondiscrimination on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran, in accordance with state and federal laws.

This policy extends to all areas of employment and to all relations with employees, including, but not limited to: recruitment, selection, compensation, benefits, promotions and transfers, layoffs, return from layoff, company-sponsored training, education, tuition assistance, and social and recreational programs.

To ensure implementation of this policy, Wenatchee Valley College is committed to support of an affirmative action plan for American Indians/Alaskan Natives, Asian Americans/Pacific Islanders, Black Americans, Hispanics, women, persons age 40 and over, persons of disability, disabled veterans, and Vietnam-era veterans. The college policy is presented in Exhibit 4.5.

Despite these policies and the efforts of the college, it has been difficult to attract applicant pools that mirror the diversity of the community.

Salaries and Benefits

The WVC-AHE contract defines salaries for both full-time and part-time faculty members and clearly describes how placements and percentages of load are computed. (See Exhibit 4.1, Section A, B and C.) The Director of Human Resources together with the Faculty Salary Committee (appointed by the faculty association president) make determinations in any uncertain situation, using contract language and statements of negotiators' intent for guidance. Benefits are provided according to the Revised Code of Washington (RCW) and the affiliated Washington Administrative Code (WAC) (see Exhibits 4.6 and 4.7). (4.A.4)

Both the faculty and the administration felt that the 1999 contract negotiations achieved several major improvements. Initial placement on the full-time salary schedule has been simplified and made more equitable. Placement on the salary schedule for academic faculty members is now based on the highest degree earned and experience gained after the confirmation of that degree. For technical/professional faculty members, placement is based on the highest degree earned as well as the vocational certification and experi-

ence gained after meeting the criteria at the top of the placement column (see Exhibit 4.1, Appendix A). An additional step added at the top of the full-time salary schedule becomes available in fall-quarter 2000.

The average full-time faculty salary has increased since WVC's last accreditation study from \$28,963 in 1990 to \$41,816 in 1999. The current salary levels make WVC competitive within the state for attracting and retaining competent faculty members.

Full-time "Target Salaries"

The current WVC-AHE contract continues the use of *target salaries*. Due to changes in the structure of the faculty salary schedule over the years, many long-term faculty members have earned salaries considerably less than newer hires with the same education and experience. The target salary acknowledges the step each faculty member would be on had he or she been hired under the current initial placement criteria. A list has been compiled to establish how far each faculty member is from the target salary and to determine which faculty members get increment steps on the schedule. (See Appendix 4.3.) Those faculty members farthest away from their targets have top priority. As a result of using this method, faculty members who are farthest from their target salary are only \$6,480 away rather than \$13,195 as was the case in 1995.

Part-time Salaries

The structure of the part-time salary schedule has also changed. Under the previous contract, it took six years for full-time and part-time instructors alike to advance to the top step of the part-time salary schedule. Under the current contract, full-time instructors are placed at the top of the part-time schedule for moonlight assignments, reflecting their competency as demonstrated during the application and selection process. Part-time instructors now reach the top step after two years of teaching at WVC. This quicker advancement helps alleviate the inequities between full-time and part-time compensation.

Compensation under the part-time salary schedule is now based on the teaching assignment

as a percentage of full load, thus reflecting time spent in preparation, grading and helping students outside of class. During the 1998-99 fiscal year, the Legislature allocated extra money for part-time salaries. These funds were used to restructure the schedule and provide pay raises which ranged from 33 percent to 39 percent for teaching assignments and 12 percent for nonteaching assignments.

Like full-time salaries, part-time compensation has improved over the past decade. In 1990, the average part-time compensation for a five-credit lecture class ranged from \$1,000 to \$1,250. In 1999, compensation for the same assignment ranged from \$1,665 to \$2,165.

Some of the impetus for improvement in part-time salaries has come from internal recognition of the need to improve the status of part-time faculty members. Some of it has come, however, from statewide recognition of the reliance of the community college system on part-time faculty members and pressure from the state Legislature to increase salary levels. In 1998, 1999 and 2000, the Legislature provided special funding for this purpose. Also, there are two class-action lawsuits that have been filed on behalf of part-time faculty members at Washington's community and technical colleges alleging that they were unfairly compensated and denied benefits during the 1970s, 1980s and 1990s. As of summer 2000, these issues have not been resolved.

Because WVC is isolated from other community colleges, there is not much competition for the services of qualified part-time instructors; WVC is usually able to attract part-time faculty members from the local area. Part-time faculty members who meet the hiring standards for full-time faculty members are not always available, however, particularly in technical fields. In the Environmental Systems and Refrigeration Technology (ESRT) and Automotive Technology programs, the college has attempted to find part-time instructors. Although qualified individuals have been identified, most work full time and have declined part-time appointments because the financial compensation for such employment does not match the effort expected.

Benefits provided to faculty members as state employees include membership in a retirement system and health, dental, disability and life insurance. During the past several legislative sessions these benefits have been made increasingly available to part-time faculty members. Currently part-time faculty members who teach 50 percent of a full load receive retirement, health, dental, basic long-term disability and basic life insurance. Adjunct instructors have assignments throughout the year at a level that guarantees insurance benefits.

Qualified Part-time and Adjunct Faculty Members

The use of part-time and adjunct faculty members is governed by college policy, adopted in July 2000:

300.700 Use of Part-Time and Adjunct Instructors

Part-time and adjunct faculty members will be employed in fields where their experience and academic or vocational preparation can make strong contributions to student learning. The college will seek to employ part-time and adjunct instructors whose qualifications are similar to those of full-time faculty members.

Qualifications of part-time faculty and adjunct faculty members are the same as those of full-time faculty members and are specified in WAC Chapter 131-16-080-091. On rare occasions, part-time faculty members lacking these qualifications may be appointed a quarterly assignment if their occupational or professional experience counterbalances the lack of a specific qualification. (4.A.8, 4.A.9, 4.A.10)

The processes for hiring part-time and adjunct instructors are not as formal as those for hiring full-time or permanent instructors. Of necessity, processes vary among instructional divisions and the North campus.

Part-time and adjunct faculty members in liberal arts and sciences are sought, screened and hired through collaboration between full-time faculty members and the Director of Liberal Arts

and Sciences. A pool of potential faculty members is maintained continuously to provide as many options as possible when course sections need to be staffed. Whenever possible, interviews are held with all these parties present to confirm whether candidates possess appropriate educational credentials, teaching experience and understanding of the community college mission and academic culture.

The process for hiring qualified part-time and adjunct faculty members for technical/professional programs involves soliciting recommendations from full-time program faculty members or advisory committee members. Occasionally, openings are advertised in local newspapers. The Director of Technical Programs works with full-time faculty members to determine if candidates meet vocational certification standards.

Instructors for continuing education, basic skills and worker development programs that are based in basic skills are sought in several ways: newspaper ads, relationships with key business people in the community, recommendations from current full-time and part-time faculty members, and increased employment of current part-time instructors.

Ten full-time faculty members form the backbone of the instructional staff in Omak; over

50 part-time and adjunct faculty members teach the majority of the North campus courses. In 1998, part-time instructors provided 70 percent of student contact hours. Most part-time faculty members are rehired from quarter to quarter. The North campus maintains a file of applicants who are interested in and/or qualified for teaching. These applications are passed to the lead faculty member in the discipline, who reviews the files and contacts the applicants. The lead faculty member makes a recommendation to the Dean of the North Campus and to the appropriate administrator at the Wenatchee campus. Occasionally, openings for part-time faculty members are advertised through the local media.

During the past four years, the college has made a concerted effort to reduce its reliance on part-time faculty members. These efforts have been largely successful for the college as a whole. Between 1996 and 1999, the college reduced the percentage of courses delivered by part-time instructors from 50.5 percent to 37 percent. Table 4.3 depicts the change in ratios of full-time to part-time faculty.

Though the district numbers reflect full-time instructors teaching more of the courses offered, the ratio is very different at the two campuses, as presented in Table 4.4.

Table 4.3—Changes in Ratio of Full-time to Part-time Faculty

	1996	1999
Full-time	49.5%	63%
Part-time	50.5%	37%

Table 4.4—Ratio of Full-time to Part-time Faculty

	1999	
	Full-time	Part-Time
Wenatchee campus	72%	28%
North campus	35%	65%
WVC as a whole	63%	37%

The full-time/part-time imbalance at the North campus is exacerbated by several factors:

- Several full-time instructors there had significant release time for administrative duties such as course scheduling, program needs assessments and technology service, requiring more part-time instructors to cover the classes.
- The North campus is not funded by the state as a separate campus, but rather, as an outreach site. Consequently, funding for full-time faculty positions is limited.
- The North campus offers a wide variety of courses at low enrollments rather than a narrower core curriculum with larger class sizes. The number and variety of courses dictate toward more instructors teaching fewer courses each, i.e., part-time instructors.

The college is working to include part-time faculty more fully in the life of the college. Many feel that these employees have much to offer the college and should be involved to a greater extent in campus activities. In winter 2000, a part-time faculty task force was convened to identify points at which part-time instructors might benefit from additional orientation, communication and inclusion in division activities. A report from that group was provided in June, which recommended suitable office space, lockers, convenient computer access for production work and e-mail access, and programs of recognition of the efforts of the part-time faculty. (See Exhibit 4.8.) The instructional administrators are reviewing the report to determine which recommendations can be implemented in fall 2000.

Orientation and information for new part-time faculty members vary from area to area within WVC:

In liberal arts and sciences, newly hired adjunct and part-time faculty members are expected to attend an evening orientation session each fall quarter at which basic collegewide information is shared. In addition, full-time faculty members generally invite newcomers to confer with them, either through the departmental structure or on an individual basis, throughout the

year. The English department, for instance, expects all new adjunct and part-time faculty members who teach General Composition to speak with its tenured faculty and coordinate their efforts toward preparing students for the quarterly departmental examination.

In technical/professional programs, there is no formal orientation for the part-time faculty. The faculty program director takes charge of briefing new part-time faculty members on courses to be taught, the program facility, program requirements, curriculum and so forth. The Director of Technical Programs discusses general college information with each new instructor.

In the Basic Skills division, faculty members attend a daylong session in fall quarter to review curriculum and department operations, allow instructors to get to know each other, discuss pertinent issues for the year and review contract terms. Almost all of the Basic Skills instructors attend this session. The Basic Skills division is also developing a handbook of core information for the part-time faculty. Additionally, staff in the Basic Skills division send a letter to all instructors confirming their teaching assignments and the college's expectations.

At the North campus, part-time faculty members voluntarily participate in staff meetings and faculty discussion groups at all levels. The lead faculty member in a discipline is responsible for orienting part-time faculty members in that discipline. A long-time, part-time faculty member at the North campus developed a manual that is used in the orientation of part-time and adjunct faculty members. (See Exhibit 4.9, part-time instructor's manual for North campus.)

Faculty Workloads

Faculty workload is defined in Article 4 and Appendix C of the negotiated contract (Exhibit 4.1). Workload includes teaching, counseling or librarian responsibilities; student advising; office hours; committee work; division and other activities; and related professional duties. The appropriate administrator assigns workloads in consultation with the faculty members affected. (4.A.3)

The courses assigned to teaching faculty members are generally proposed at the department or division level. Faculty preferences are considered for committee assignments. Each full-time faculty member has an annual assignment plan worked out with the appropriate administrator. This plan clarifies if there is an overload in any given quarter. Adjunct instructors are also given a yearlong assignment. The annual assignment plans for full-time faculty for 2000-2001 are presented in Exhibit 4.10.

The most recently negotiated contract has provisions for individualized workloads to be developed cooperatively between a faculty member and the Executive Dean of Instruction. Such workloads may take into account individual course enrollments, considerations of student need, facilities, budget and state guidelines. Faculty members may also be given assignments in lieu of normal teaching, counseling or librarianship duties; these are classified as release-time assignments. In recent years, release time has been granted for staff training, program development, accreditation activities and administrative functions. In other words, the contract allows for workloads to be determined to fit special circumstances.

Faculty members at Omak feel that they have additional workload burdens that result from the relatively small number of full-time faculty members there, the distance between the campuses and the location of most decision-makers at the Wenatchee campus. Omak faculty representation is requested and needed on most district committees, requiring either a two-hour trip each way or connection via phone lines. Governance ambiguity forces North campus faculty members to seek

permission from their local administrator as well as from discipline-specific administrators in Wenatchee. Although many institutional facilities and support services are supposed to serve both campuses, the 100-mile distance between campuses makes this difficult; faculty members feel that they must often supply the missing services.

Student/faculty ratios are often looked at as indicators of faculty effort. Though the college generally has student/faculty ratios lower than statewide disciplinary averages, there are distinct differences between the Wenatchee and Omak campuses (Table 4.5).

As cited earlier, the reasons for these differences are manifold:

- Breadth of curriculum; number of courses offered each quarter
- Release time of full-time faculty members
- Tolerance of low-enrollment classes

In the last few years, WVC has become actively involved in several distance learning technologies. To this point, the college has not regarded distance learning teaching assignments as anything different from traditional courses in terms of workload. The college has a long history of offering telecourses. Faculty members who have opted to teach these courses have done so on an overload basis and, hence, a part-time salary level of compensation. New technologies, such as interactive television classes and online classes, require training of the instructors and more preparation. Most faculty members who have taught or are teaching in this manner accept the normal workload determination because it has relieved them of the necessity of frequent travel between Wenatchee and Omak or other outlying

Table 4.5—Student/Faculty Ratios, 1999-2000

WVC District	Wenatchee Campus	North Campus	Peer Colleges	System Average
18.86	20.16	15.13	20.55	21.92

Note: Peer colleges are defined as the 10 Washington community colleges of comparable size and service area.

sites. It is anticipated, however, that as the use of these technologies grows, the faculty will expect alternative workload considerations.

Evaluation of Faculty Performance

The procedure for evaluating probationary faculty members involves self-evaluation, peer review, administrative review and student evaluations. It is found in Article 5 of the faculty contract and in the probationary faculty tenure process manual. (4.A.5; see Exhibit 4.1 and Exhibit 4.11, probationary faculty manual.)

The procedure for evaluating full-time faculty members on temporary or special contracts is similar to that for probationary faculty members. The requirement for this review was added in the latest faculty contract, with procedures to be developed and implemented in fall 2000. The intent is to ensure that faculty members who work at the college for many years, but are excluded from tenure because of the funding source of their positions, are evaluated in a manner similar to their tenurable peers.

The procedure for post-tenure faculty evaluation is found in Article 3, Section P of the faculty contract and in the post-tenure process manual. (See Exhibit 4.1 and Exhibit 4.12, post-tenure evaluation process manual.) This process also involves peer evaluation, administrative/supervisory evaluation, student evaluation and self-evaluation.

Though very few tenure-track faculty members have ever been denied tenure, the historic controversies that erupted following these instances still loom over the process. It is believed by many faculty members and administrators that negative recommendations from an evaluation committee regarding the tenure of a probationary faculty member would not be held up by the administration or the Board of Trustees for fear of faculty upheaval. In discussions during the past year regarding negotiations, assessment and accreditation, several faculty members and administrators have indicated that they fear the evaluation processes for full-time faculty members are *rubber stamps*. The processes have been in

place for many years without substantive review; it may be time to review, revise and implement them. This review would provide the faculty and administration with the opportunity to make faculty evaluation more meaningful and would allow new expectations of faculty members, such as assessment, to be more precisely defined.

Over the past few years, the Instruction office has improved the processes of notifying faculty members and committee members of obligations and meeting times and tracking the progress of committees. With conflicting teaching schedules and other commitments of committee members, it was sometimes difficult to convene committees and to keep their activities on track. Now, when faculty members agree to serve on evaluation committees, their schedules are checked and important activities of the committee are scheduled. Changes in the administrative structure have balanced the load of evaluation among administrators, and strengthening the communication and tracking of committee progress has made evaluation processes much smoother.

Part-time faculty evaluations are conducted differently at the two campuses. On the Wenatchee campus, student evaluations of each part-time and adjunct instructor are conducted each quarter. (The evaluation form is included in Exhibits 4.11 and 4.12.) The supervising administrator observes class sessions during at least the first quarter a part-time instructor is employed.

At the North campus, the lead faculty member sits in on class sessions and meets with the part-time faculty member to discuss observations and concerns. A process called small group instructional diagnosis (SGID) is performed on a voluntary basis to help part-time faculty members learn their strengths and areas for improvement. Student evaluations are also employed.

Academic Freedom

A statement of Academic Freedom was added to the collective bargaining agreement for the first time in 1999 and was formally adopted as a college policy in July 2000. (4.A.7) It states:

300.100 Academic Freedom

The College subscribes to the 1940 Statement on Academic Freedom and Tenure issued by the American Association of University Professors and the Association of American Colleges as endorsed by the American Association of Colleges for Teacher Education, the Association for Higher Education, the National Education Association, and other professional groups.

The faculty member is entitled to full freedom in research and in the publication of results, subject to the adequate performance of academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The faculty member is entitled to freedom in the classroom in discussing subjects, but should be careful not to introduce controversial matter which has no relation to the subject.

The faculty member is a citizen, a member of a learned profession and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but this special position in the community imposes specific obligations. As a person of learning and an educational officer, he/she should remember that the public may judge the profession and the institution by his/her utterances. Hence he/she should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others and make every effort to indicate that he/she is not an institutional spokesperson.

Academic freedom has not been a subject of great concern in recent years. However, some faculty members have suggested academic freedom is constrained by college advisories on how the Washington State Ethics Code restricts the personal use of college computers, e-mail and the Internet. The Attorney General's Office of the State of Washington has made it clear to colleges that employees must be advised of the

restrictions and the potential liabilities attached to unrestricted personal use of facilities and equipment.

On the other hand, actions of the Curriculum Committee in 1998 increased individual faculty discretion over how classes are taught. Previously, course outlines had required information about content sequencing, evaluation methods, and textbooks and related materials. The committee felt that these elements, except in a situation where a group of faculty members had agreed to standardize them (as in English composition), should be at the discretion of the faculty member assigned to teach a class. The new course outline is much simpler than its predecessor, requiring only course descriptors (credits, contact hours, intended use), catalog description, prerequisites, course objectives, and how texts and reference materials should be determined. (See Appendix 4.4.)

See Standard Nine for discussion of academic freedom in the context of institutional integrity.

Faculty Participation in Institutional Governance

Faculty participation in governance is encouraged in several ways at Wenatchee Valley College. (4.A.2) Most notably, an Instruction Council has existed for several years. The council revised its purpose, role and procedures in December 1997. (See Appendix 4.5, Instruction Council documents.)

Briefly, the council is made up of faculty division chairs and administrators from instruction and student services. Issues that have implications for the college's faculty members are discussed at monthly meetings. Curricular issues, instructional policies and procedures, planning and assessment, and committee activities are regular agenda items. Members of the council serve as communication conduits with their constituencies. The council votes on issues of significance; these decisions are advisory to the instructional administrators and the President's Cabinet.

Active participation on college committees is expected of full-time faculty members and is included in the position description for faculty members contained in the negotiated faculty contract. Faculty members are assigned to committees largely on the basis of individual interests. Eighteen standing committees have faculty representatives:

- **Academic Calendar** – sets the calendar for each biennium.
- **Academic Regulations** – reviews student petitions for waivers of college policies.
- **Advising Committee** – develops procedures for student advising; informs advisors of changes in transfer requirements
- **Assessment** – encourages classroom and student learning outcomes assessment; develops plans for expenditure of state allocation of Student Learning Outcomes Assessment funds.
- **Cultural Diversity** – promotes understanding and appreciation of cultural diversity through activities, seminars and cultural programs.
- **Curriculum** – reviews all curriculum proposals and makes recommendations to the Instruction Council.
- **Distance Learning** – develops recommendations on the development of distance learning capabilities throughout the district.
- **Faculty Professional Development** – considers sabbatical requests; formulates guidelines for faculty professional development requests; develops college-wide programs for faculty development.
- **Graduation** – develops the graduation program and selects speakers.
- **Instructional Technology** – develops recommendations for the deployment of instructional technology throughout the district.
- **Legislative** – communicates with district legislators on issues important to the college.
- **Library/Media** – reviews library acquisitions policies; makes

recommendations on budgets and equipment.

- **Marketing and Public Relations** – develops recommendations to improve public relations and image; assists in special public events.
- **Policies and Procedures** – reviews existing and proposed policies and procedures; recommends structural changes to the decision-making structure of the college.
- **Scholarship and Financial Aid** – reviews scholarship applications and makes recommendations on recipients; reviews student petitions seeking reinstatement of financial aid.
- **Strategic Planning** – reviews and recommends changes in the college’s Mission and Goals statements to reflect changes.
- **Transitions** – Develops strategies for assisting students move from basic skills programs to college transfer and technical programs.
- **Wellness** – promotes wellness activities for the faculty and staff; produces a quarterly newsletter.

The same ambiguity that clouds college governance in general is present in faculty participation in committees (See Standard Six – governance.) There is some concern over the relevance of participation in committee work. In the spring of 1999, a survey was sent to the chairs of the 18 standing committees. (See Appendix 4.6.) In the surveys that were returned, several themes were repeated. Faculty members think that the work they do on committees is important; however, they are confused about what happens as recommendations pass from the committee to higher college levels.

In many cases the responsibilities and authorities of committees are not clearly understood, making committee members feel that their labors may be wasted. There is no consistent manner of communication from committees to the college as a whole. There is no mechanism in place to evaluate a committee’s effectiveness or continuing usefulness.

There is confusion about the role of the President's Cabinet in making decisions on recommendations of committees. The PACE Climate Survey conducted in the fall of 1999 supports this contention. (See Standard Six for a more detailed discussion of this survey.) Many governance bodies and committees make recommendations or decisions that affect the entire district. It is vital to have the input of faculty members from both the Wenatchee and North campuses. Until the last two or three years this has been very difficult, requiring 100 miles of travel in each way or communicating over conference phones. An interactive television connection was completed in the fall of 1999. So far this has been used only rarely for meetings.

Faculty Participation in Curriculum Development

There was no formal curriculum committee at Wenatchee Valley College until 1997. Prior to this time, curricular development and change had been determined solely by individual faculty members in cooperation with an academic administrator. (4.A.2) The proposed development or change was taken to the Instruction Council, where division representatives considered the proposal in one monthly meeting and voted on it the next. Review in the Instruction Council was rarely in-depth. This system had the potential for imbalance, insufficient review and the perception of favoritism. As the administration of Instructional Services changed in 1996, it was felt that curriculum needed more careful deliberation.

The Executive Dean of Instruction called for faculty volunteers for a Curriculum Committee in the fall of 1997. Academic year 1997-1998 was a time for self-examination and definition for the new committee. At the end of the year, several documents governing the operation of the Curriculum Committee were presented to and adopted by the Instruction Council. Faculty members present curricular proposals to the Curriculum Committee after seeking endorsement from their division colleagues and administrator. The Curriculum Committee seeks information on the rationale for the proposal, the potential costs,

and the transferability of the proposed course or program, among other things.

More information on curriculum development processes can be found in Standard Two, p. 2-19.

Faculty Participation in Academic Planning

WVC faculty members are actively involved in assessing needs, creating and developing academic courses and programs, and scheduling courses. (4.A.2) Faculty members work closely with the instructional administrators in planning and coordinating the quarterly and annual class schedules. The instructional administrators are ultimately responsible for determining what the educational offerings of the college are and where they are offered. However, collaboration with and participation of faculty members is encouraged throughout the process.

In the early years of this decade, the faculty had substantial control over the process of class scheduling. Most liberal arts and sciences classes were clustered in the mornings, with the belief that students would not come to classes scheduled in the afternoon and evening. Some technical programs were in the morning, but this schedule prevented students from taking courses for related instruction. Afternoon scheduling of technical programs was not popular, but necessary in some cases. Additionally, classrooms were dedicated to some programs, but scheduled for only a few days a week, particularly in the allied health area. This caused rooms to sit unused for many hours of the week.

With growth in enrollment, pressure on classrooms has intensified. New classes have had to be scheduled in classrooms that were formerly assumed to *belong* to a department, program or faculty member. Even with maximizing the use of classrooms in the morning hours, to suit what was presumed to be the preferences of most faculty members, the college grew out of space in the last two years. A committee of faculty members, convened by the Director of Liberal Arts and Sciences, developed a block schedule for a transfer degree that could be earned entirely in

the evening. This was implemented in fall 1999 and was very successful in terms of enrollment. Students are able to take two five-credit courses between 5:30 and 9:45 p.m. on two evenings per week. A similar schedule is being developed to move more course offerings into the afternoon hours.

Over the past few years, the Instruction office at the Wenatchee campus has been committed to developing detailed annual schedules to assist students with their academic planning. Such a schedule also enables administrators to specify annual faculty assignment plans in advance of the start of an academic year and to expand the use of facilities as enrollment at the college has grown. Such planning is also essential for budgeting for part-time faculty members. For three years, an annual schedule has actually been published for academic offerings at the Wenatchee campus. (See Exhibit 4.13.)

Additionally, general plans are set for the subsequent year that include only the numbers of sections to be offered each quarter and whether courses will be scheduled in the day or evening. Essentially, the college has a two-year plan for its academic schedule.

Each April, the staff in the Instruction office distribute the next year's quarterly class schedules to faculty members so that they may suggest details of days, rooms, times and instructors. At the same time, a draft of the general annual schedule for the following year is distributed to faculty members for their input. All documents are returned by faculty members to their appropriate instructional administrators for review and discussion. Division meetings are scheduled by administrators to review and finalize the proposed schedules.

As a *rule of thumb*, administrators try to have the published annual schedule 95 percent accurate. Some flexibility must exist to accommodate the need for additional sections, deletions because of the unavailability of part-time instructors, and change of times or facilities due to unanticipated conditions. The general annual schedule for the second year is less accurate and is used primarily as a guide for staffing and budgeting. However,

students and advisors can use it to determine if classes are planned for specific future quarters.

At the North campus, each full-time faculty member develops an annual schedule, including the coordination of the courses taught by part-time faculty members in their disciplines. Under the supervision of the North Campus Dean, these schedules are coordinated into a master schedule that attempts to serve the needs of all North campus students. Campus staff members try to use college-owned space as efficiently as possible in order to minimize the need for leased space. To this end, the staff has adopted a firm set of time blocks within the basic schedule to avoid overlapping class time.

Faculty members are responsible for keeping the course offerings in their disciplines current with their fields. They must keep course outlines up to date according to the three-year schedule set by the Curriculum Committee and maintained by the Instruction office. (See Appendix 2.6.) Furthermore, they are expected to follow the procedures of the Curriculum Committee in proposing new courses or programs. Faculty members are considered to be the key players keeping WVC curriculum current.

Faculty Participation in Academic Advising

The WVC-AHE contract includes advising as part of a full-time faculty member's job description. Each faculty member advises students in all three quarters of the regular academic year: in September, faculty members advise new WVC students choosing fall-quarter classes; in November-December, all students planning for winter quarter; in February-March, all students planning for spring quarter; in May-June, students continuing into summer and the following fall. (4.A.2)

An Advising Committee comprised of faculty and administrative staff members reviews advising processes and makes recommendations to the Student Services staff and the faculty. When functional areas within Student Services propose changes in operations that may have an impact on student advising, the Advising Committee partici-

pates in making the change. For a few years, this committee has suggested the development of an advising cadre of faculty members who are particularly interested, skillful and informed in issues of advising and transfer. This suggestion has grown out of the perceptions of counselors and Student Services administrators that student advising is uneven in quality. If, rather than being a requirement of the faculty position, advising were a voluntary activity or one for which there was an additional stipend, the committee believes the quality would improve.

At a recent Instruction Council meeting, the representative from the Student Senate spoke of the frustrations many students have with advising. Anecdotally, at least, students have reported that they have been given incorrect information or that some faculty advisors are not available during posted hours or seem disinterested in their advisees. During the discussion that ensued, the Instruction Council membership agreed that a careful evaluation of the advising process should be conducted to provide the information necessary to remedy difficulties.

During the past three summers WVC has trained educational planners (some faculty members, some exempt staff members) for advising new students for fall quarter. Training sessions varying in length from two to five days have been held for the educational planners. Educational planners spend 30 minutes to an hour with each student, helping them understand how college works and helping them plan a year's studies. After this initial session, these students are assigned a faculty advisor for the remainder of their time at WVC.

One of the real challenges to quality advising is the rapidly changing landscape of information available to advisors; colleges and universities change transfer requirements for majors frequently. Additionally, as technological developments allow students to add and drop courses electronically, it is difficult for faculty members to accurately track the progress of the students they advise.

A counselor is in charge of the advising process at the Wenatchee campus, including

coordination with assessment testing and placement criteria. This counselor works with the registration office to prepare an annual advising calendar, and offers a series of advising training sessions each quarter for faculty members who advise students. During these sessions, this counselor presents information on recent developments in requirements for pre-majors at the state's colleges and universities, changes to the ICRC guidelines, developments or changes in college processes and technology, and other items relevant to advising and degree completion.

At the North campus, the nine full-time faculty members and two counselors advise all students.

More information on advising is included in Standard Three: Student Services.

Faculty Participation in Budget Planning

In the past, the college set a *target* budget for the fiscal year for each operating department of the college. The target was based on the prior year's budget, including any permanent adjustments made after the Board of Trustees approved the initial budget, and not including any temporary adjustments for one-time expenses. All department managers took their recommended targets, made any necessary adjustments, and then separately requested additional funds. The approval process for additional funding was sometimes unclear, although a calendar of deadlines was published. Financial Services employees were available to answer questions and assist department managers.

During the past year, WVC has implemented major changes in the way it creates its operating budget. The budget development process now ties budget requests firmly to the college Mission and Goals, and justifies expenditures in relation to desired outcomes. (See Standards Six and Seven for details.) WVC faculty members are actively involved in the budget planning process, particularly in the areas of instructional equipment and proposals for new faculty positions. The faculty division chairs worked together with the instruc-

tional administrators to craft a districtwide budget proposal for equipment and personnel. (See Exhibit 4.14 for Instructional budget development documents.)

Faculty Professional Development

In WVC's Mission and Goals, Goal 11 is to "Invest in the professional development of faculty and staff essential to the vitality of the educational community." This statement recognizes that faculty training is very important and a much-needed element for the college to flourish and grow. However, college efforts in this area have been uneven over the past several years due to lack of secure funding, lack of clear decision-making authority, and definitions of professional development that have varied with various presidents and boards of trustees.

Wenatchee Valley College addresses faculty professional development through a number of different mechanisms. First, the Faculty Professional Development Committee has been active for many years. This committee reviews and recommends sabbatical proposals, develops programs and seminars for on-campus in-service days, and develops criteria by which faculty development proposals are reviewed.

In each biennium, three sabbaticals at 90 percent of the faculty members' full salary are provided, per the negotiated faculty agreement (Article VII, Section G). The committee reviews applications from faculty members each year and makes recommendations to the Board of Trustees in March. Traditionally, faculty members have viewed sabbaticals as periods of refreshment. The faculty contract was amended in the mid-1980s to specify the purpose of sabbatical leave as "an investment by the faculty and the District in its programs and teaching efficiency." Criteria for recommendation focus on enhancing program quality, faculty re-training for reassignment and improving faculty members' professional abilities. Whenever the Faculty Professional Development committee considered sabbatical applications, this dissonance in expectation is discussed. Appendix 4.7 presents a list of faculty members awarded sabbaticals in the past 10 years.

Additionally, the committee has worked to develop meaningful programs and seminars for on-campus faculty in-service days. For example, in 1999 Dr. William Glasser, a renowned educational theorist, visited both campuses, working with student groups and making formal presentations on his theories and practice to the staff. Community presentations were also a part of his visit.

Wenatchee Valley College has had a representative on the community Distinguished Lecture Series Committee. These lectures have been held on the Wenatchee campus, with great participation from the community. This activity, however, has not had a direct relationship with the Faculty Professional Development Committee.

During 1997-98, the Wenatchee Valley College Foundation granted \$10,000 to the Faculty Professional Development Committee for faculty development. The committee developed an application process and awarded the funds for significant projects. Grantees were asked to submit a brief report of their activities. Fifteen faculty members benefitted from this opportunity.

Unfortunately, this source of funding is not guaranteed from year to year. However, in July 2000, the Foundation entered into an agreement with the college to provide \$75,000 from a recent unrestricted gift to be matched by a grant from the State Board for Community and Technical Colleges. The interest income from this combined fund will provide consistent resources for faculty development. Additionally, the college budgeted \$20,000 in 1999-2000 in response to the adoption of the new Goal 11 and the need for faculty development. This amount was reduced to \$10,000 from 2000-2001.

The Faculty Professional Development Committee did not want to assume the role of approving travel and professional development requests as it had done with earlier grants from the Foundation. Instead, in 1999-2000, it developed an application form that sought information on the relevance of the proposed activity to the Mission and Goals of the college. (See Appendix 4.8, faculty professional development request form.) As with many of the new processes the college has initiated in recent years (curriculum

development, budget and instructional equipment requests, and assessment), some people voice concern over the cumbersome nature of written proposals that require individuals to provide rationale and relevance to college mission and goals. Earlier, informal processes, however, left decision-makers vulnerable to allegations of favoritism and many faculty members unsure of how to request funding for professional development. These issues have been clarified with the new procedures.

The Executive Dean of Instruction and the Director of Technical Programs review the applications and attempt to fit proposals to the sources of funding available. In 1999-2000, 43 faculty members attended conferences or participated in other professional development activities.

The Human Resources office supports the professional development effort by offering training workshops, seminars and other educational opportunities to faculty and staff members. For the past three years, the institution has provided the Human Resources office with dedicated training funds for faculty and staff growth and development. During this period, over 160 faculty members (duplicated headcount) have participated in training. That training consists of numerous computer applications workshops as well as presentations and seminars such as dealing with difficult people, customer service, hostility and harassment, first aid, CPR, and nonviolent crisis intervention training.

Professional development at the North campus has been greatly enhanced during the past 10 years by money from the Washington State Higher Education Assessment Program. The assessment committee at the North campus has conducted workshops on classroom research, alternative methodologies for classroom presentation and assessment, and imbedding outcomes in class syllabi. Projects such as developing and assessing student placement techniques, assessing services to the Native American community, and developing a part-time faculty handbook have been sponsored. Faculty members have presented papers at state and national conferences on alternative assessment tools, brain-based learning and thick-descriptive ethnographic assessment

techniques. Many of these activities are shared among the full-time and part-time faculty at weekly meetings.

Scholarship, Research and Creative Endeavors (4.B.1)

The mission of Wenatchee Valley College dictates that faculty members are engaged primarily in teaching. There is no written expectation that faculty members will pursue scholarship, research and creative endeavors. The set of instructional policies that was adopted by the Board of Trustees in July 2000 includes a section on these issues. Scholarship, research and creative endeavors are encouraged by the college and will be financially supported to the extent possible.

Several faculty members do participate willingly in these activities. Exhibit 4.15 presents the results of voluntary self-reporting of professionally related activities that occur beyond the contractual expectations of faculty members.

Analysis and Appraisal

Recruitment and Appointment

Strengths

- The recruitment process runs smoothly and is well-understood by faculty members.
- In general, faculty members serve willingly on hiring/screening committees or act as guides to show applicants the campus and community.
- Both campuses are located in appealing rural settings that offer many recreational opportunities and, thus, may attract the interest of applicants.
- The college's Mission and Goals guide hiring decisions and have been incorporated into recruiting materials.

Challenges

- The college cannot always rely on state allocations to support growth, so most growth is funded through grants and other *soft money* sources. Most new faculty positions, therefore, need to be non-tenurable, which may cause recruiting and retention problems.
- Frequently, funding for the next fiscal year is uncertain until late in the spring. This uncertainty makes early recruitment for faculty positions very difficult.
- Internal processes sometimes slow recruitment. It has been a challenge to have priorities for hiring and job descriptions ready at the time the funding becomes certain.
- Lack of appropriate employment opportunities for family members sometimes discourages applicants or job candidates. Some potential faculty members have not accepted positions because their partners could not secure employment.
- It has been difficult to attract applicant pools that mirror the diversity of the community.

Recommendations

- The college should set annual timelines for filling open or new positions, and continue the process of prioritizing new faculty positions that was designed and implemented in the past year. The process should commence in the fall with priorities determined in early January. This will allow recruitment to commence as soon as funding is available or anticipated.
- The college should pursue recruitments with the understanding that positions would be filled contingent on funding. Recruiting in this manner still takes a lot of resources and may limit the size of the applicant pool because of the uncertainty of funding.
- The college should develop and follow a long-range plan for areas of growth and

program development, building on models of needs assessment.

- The college should work with other employers in the community to develop job databases that could help an applicant's family members seek employment.
- The college should develop and utilize an institutional position on recruitment for diversity.

Salaries and Benefits

Strengths

- There is universal commitment to the value of improving the faculty salary structure. During the past four years, WVC has increased the amount of salary-turnover money that is available for faculty increments.
- WVC continues to employ a target salary schedule.
- There have been overall increases in faculty salaries during the past decade. Ten years ago, salaries ranged from \$18,672 to \$37,345 with an average salary of \$28,763. For 1999-2000, salaries ranged from \$33,000 to \$47,040 with an average of \$41,816.
- The Faculty Salary Committee works collaboratively with the administration in allocating salary increase money and in interpreting the contract's salary provisions.

Challenges

- Salaries for faculty at WVC lag behind salaries paid K-12 teachers with the same experience and education. The state Legislature automatically funds all increments for K-12 teachers, but it does not do the same for community college faculty members. Every year this puts community college faculty further behind the K-12 system.
- Fifty-one of our faculty members are still not at their target salaries for 1999-2000. Continued attention to this inequity through use of the target salary and liberal

interpretation of the amount of turnover money available to fund increments is necessary.

- All of the state's community colleges have been challenged by class-action lawsuits raised by part-time faculty members. Settlements may require colleges to correct alleged salary and benefit inequities back to the 1970s. The fiscal impact of these issues is not known at this time, but could be substantial.
- Health insurance contributions required from individual faculty members have been steadily increasing over the past several years. There are higher monthly out-of-pocket costs for insurance coverage as well as higher co-pays for medical services and prescriptions. Fewer insurance plan options are now available to choose from.
- The growing need for faculty members in high-tech fields may require competitive salaries that exceed current negotiated salary schedules.

Recommendations

- Legislative action is necessary to alleviate the discrepancies in pay and the way pay increases are implemented between the community college system and the K-12 system. The college should work within appropriate channels to alleviate these discrepancies.
- The college should continue its target salary approach and liberal interpretation of the amount of turnover faculty salary money available in order to bring faculty members to their earned steps on the salary schedule.
- The college must stay informed on the progress of the class-action lawsuits by part-time instructors so that it can prepare for budgetary impacts.
- The faculty and the administration should continue discussions to address the challenges of premium salary demands in high-tech fields.

Qualified Part-time and Adjunct Instructors

Strengths

- The recent increase in the percentage of instruction delivered by the full-time faculty relative to that delivered by the part-time faculty is widely perceived as a good thing for the college.
- The definitions of adjunct and part-time faculty in the most recent faculty collective bargaining agreement allow a greater status to be given to part-time instructors who teach a regular, significant load. Negotiators felt that it was important to recognize the commitment of regular part-time faculty members and to give them the assurance of annualized assignments and benefits.

Challenges

- In many specialized fields, particularly in highly technical fields, there is a lack of qualified part-time faculty members readily available at the part-time wages currently offered by the college in accordance with the negotiated contract.
- The differential in full-time to part-time ratios between the North and Wenatchee campuses is a challenge. This issue is related to other governance questions regarding the North campus. The issue of which administrative position has authority over scheduling and faculty assignment of the North campus has not been clearly defined.

Recommendations

- The college should engage in more aggressive recruitment, orientation and retention of qualified part-time and adjunct instructors, particularly in fields where recruitment history reveals difficulty in finding instructors.
- The college should undertake concrete, databased analysis of the needs of the communities served by the North campus. This will assist in determining future

enrollment patterns, efficient scheduling patterns, course offerings and program needs. This information should guide the addition of faculty positions, both full-time and part-time.

- The issue of administrative authority over instruction at the North campus needs to be resolved. This issue is also discussed in Standard Six: Governance.

Faculty Workloads

Strengths

- Faculty teach, advise and participate in committee functions.
- The college promotes low class sizes, with an average of 18 students per section.
- Administrators give individualized consideration to faculty members in development of assignment plans.
- Release time is utilized to give faculty members the opportunity to participate in special activities, curriculum development, and program development and coordination.

Challenges

- WVC, like many other Washington community and technical colleges, has not yet determined workload standards for distance learning methodologies. The State Board for Community and Technical Colleges may need to standardize faculty workloads for these types of offerings.
- Though the faculty contract allows for individualized determination of faculty load, it will be important to try to equalize faculty load as much as possible. The difference in the student/faculty ratios at the two campuses should be minimized.

Recommendations

- The administration and faculty should work together to establish a policy and/or contract language regarding distance learning workload.
- The college should work toward realistically standardizing faculty

workloads between the North and Wenatchee campuses, keeping in mind the differing conditions and community needs.

Evaluation of Faculty Performance

Strengths

- A regular process of post-tenure faculty performance evaluation has been in place since 1989.
- Faculty members participate willingly in both the probationary and post-tenure evaluation processes.
- The Instruction office has improved its procedures of notifying faculty members of the schedule of evaluation, setting up meetings, and maintaining probationary and post-tenure files.

Challenges

- Some academic administrators and some faculty members feel that they lack influence on tenure committees.
- The faculty collective bargaining agreement specifies many activities that are part of a full-time faculty member's commitment to the college. Expectations, however, may not be specific enough to guide faculty actions.

Recommendations

- The college should systematically critique and revise current evaluation procedures. Faculty members and faculty administrative supervisors should be included in this review.
- Evaluation procedures should incorporate a faculty member's contributions in assessment activities.
- The college should develop a strong evaluation of out-of-classroom activities. Planning and definition may lead to a more meaningful review of these activities.

Academic Freedom

Strengths

- Concerns over academic freedom have not arisen in recent years.
- Faculty and administrative negotiators agreed to include an academic freedom statement in the collective bargaining agreement negotiated in 1999.
- The course outline form has been amended in recent years to strengthen the academic freedom available to individual instructors. Sections requiring topic sequencing, evaluation methods and required textbooks were removed from the outline form. Faculty members include this information in their class syllabi.

Challenges

- Some faculty members feel that restrictions imposed by the Washington State Ethics Code on personal use of computers, e-mail and Internet interfere with academic freedom.

Recommendations

- The faculty and administration should continue to discuss the nature and parameters of academic freedom and conduct.

Faculty Participation in Governance

Strengths

- Nearly all faculty members participate actively on committees.
- Faculty members are willing to participate in the governance of the college.
- Participation of division chairs at Instruction Council is very active. Attendance at the council meetings is nearly always unanimous; if division chairs must miss meetings, they send alternates. The information and discussions that are part of the council meetings are relevant to faculty members.

Challenges

- Faculty members often question the relevance of participation in committee work. They want to know that the time they spend in such work is worthwhile.
- The responsibilities and authorities of committees are sometimes ambiguous, possibly reflecting governance challenges throughout the college.
- There is no mechanism in place to assess the effectiveness of committees in supporting the Mission and Goals of the college.
- Faculty members seek to understand how their participation in governance meshes with other governance structures within the college.
- It is important to include the opinions of faculty members throughout the district in governance issues. Because of the distance between campuses, it is often difficult to do this efficiently.

Recommendations

- The college should emphasize to faculty members that committee work enables them to influence college decision-making.
- The college should establish a task force on committees charged with defining committee responsibilities, authorities, reporting structures, communication modes and how committees serve the college's Mission and Goals. The role of each committee as a standing governance body or a body charged with executing discrete tasks must be determined and communicated clearly.
- Committees should be charged with self-assessment and reporting to the college community.
- The college should redesign the decision-making structure to resolve ambiguity of faculty role in governance. (See also Standard Six.)
- The college should develop easier ways for faculty members at both sites to participate in governance and other

collegewide activities. The Director of Institutional Technology is planning to install portable digital video capabilities in several conference rooms so that participation can be enhanced.

Faculty Participation in Curriculum Development

Strengths

- A reliable and consistent curriculum development process has been put into place. The procedures of the Curriculum Committee were reviewed and formally adopted by the Instruction Council, giving all faculty members an opportunity to participate in discussion of procedures before they were enacted.
- The Curriculum Committee's procedures require extensive deliberation concerning issues of transferability, propriety for community college curriculum, credit-worthiness, relevance to core missions and intent. The committee makes recommendations to the Instruction Council, ensuring that curricular decisions get a wide airing.
- The committee has set a three-year cycle for review of course outlines. Prior to the existence of the committee, the impetus for updating course outlines normally came from administrators. Now, a committee of faculty peers works with faculty members to ensure that the curriculum is current.
- The committee posts its agenda and minutes electronically and adds course outlines to an electronic catalog accessible to all staff members, which has improved communication, particularly between the Instruction office and the Registration office.

Challenges

- The Curriculum Committee's process is more deliberative, involves more people and requires presentation to the Instruction Council. Curricular adoption can take

more time than it did previously

- This committee is still relatively new. The committee members believe that as the processes become more familiar, they will become part of the culture of the college and will become easier and better understood.

Recommendations

- The Curriculum Committee must assess its effectiveness.
- The committee should continue efforts to ensure that processes are followed consistently throughout the district, despite the frustrations of some faculty members.
- A rotation schedule for committee members should be developed to provide opportunity for broader participation. The college should provide more clarification and training for the faculty in the new curriculum review and adoption process.

Faculty Participation in Academic Planning

Strengths

- The initiation and continuity of the two-year annual schedule for students and the faculty has made student advising and faculty workload assignments much easier.
- Over the past few years, improved processes for the development and preparation of quarterly and annual schedules have been implemented. These processes reflect faculty input.
- A faculty ad-hoc committee worked with the administration to develop a strong evening degree program by establishing time-blocks that allow students to take two courses each evening. Scheduling overlap in the past made progress toward a degree in the evening very difficult.

Challenges

- Assessments of needs must be conducted in all programs and throughout the district

prior to implementation of new programs and courses.

- Many faculty members have similar preferences for when and where to schedule their classes. This causes *traffic jams* for some hours and some facilities.

Recommendations

- Class schedulers must strive to use facilities at the Wenatchee campus more fully in the afternoon hours. The Director of Liberal Arts and Sciences is working with a faculty task force to develop an afternoon block schedule as soon as possible, but no later than winter 2001. This approach has worked very effectively in the evening, allowing students to take two five-credit courses on two evenings a week. This form of scheduling has been well-received by commuting and working students, as it reduces the numbers of trips to campus per week.
- Scheduling needs to take the personal preferences of faculty members into account after the needs of students and the best use of facilities are considered.

Faculty Participation in Academic Advising

Strengths

- The majority of faculty members participate willingly in advising.
- The many training sessions available help faculty members keep current on advising issues and information.
- The quality of information available to advisors and passed on to students has increased through the efforts of the Advising Committee

Challenges

- It is difficult for faculty members to monitor the planning and progress of students due to the flexibility allowed by Web-based registration. Students are able to add and drop classes by themselves,

without consultation with or approval of their faculty advisors.

- The level of faculty advising is uneven. Some faculty members post very limited hours that they are available for advising. Some are unwilling to accommodate students who miss their advising appointments or can't meet at the posted times.
- The quality of advising information is variable. Some faculty members do not stay current on requirements for transfer. Some spend a considerable amount of time with each student while others feel that advising consists merely of providing personal identification numbers and signatures.
- Advisors must quickly assimilate the rapidly changing requirements for admissions to the transfer institutions and to academic majors.

Recommendations

- Technological tools for faculty advisors should keep pace with those available with students.
- As a student representative at the Instruction Council has suggested, the college should conduct an evaluation of the advising process by surveying both students and the faculty. Such a study would allow the Advising Committee to identify weaknesses in the current system and to propose remedies.
- Faculty members should continue to be encouraged to understand the importance of accurate advising to student success.

Faculty Participation in Budget Planning

Strengths

- There is open communication between the instructional administration and the faculty through the Instruction Council, the division chairs and division meetings with appropriate administrators.

- With the new process, there is a clearly written document that tells the faculty the process for requesting funds.

Challenges

- The former *roll-over* process of budgeting did not educate the college community, especially the faculty, on the process of budget-building. The new process demands much more attention to detail and justification of requests. It will be a challenge to build support and understanding of the new process among the faculty.
- Not all faculty members understand all aspects of the new budget process, including terminology, timelines, the role of and the source for supporting data and the role of the *5-column models* for assessment and planning.

Recommendations

- The college should continue to use and refine the revised budget process, particularly the reliance on assessment data (e.g., *5-column models*) and clear connections to the college's Mission and Goals.
- The college should continue to build communication and understanding of the budget and budgeting processes with the faculty. Continued, if not increased, training efforts will enhance faculty understanding, buy-in and participation.
- Instructional administrators should work even more closely with division chairs to filter budget requests and to exercise judgment in building the budget. In this manner the composite budget request from the Instruction office will be well-supported and justified prior to being scrutinized by the President's Cabinet and whatever budget committees may review the proposals.
- The Instruction office has indicated a desire to start the budget proposal process by asking for faculty and division input in October each year so that priorities can be

set by the beginning of January. This will allow more time for discussion and will allow the college to establish an earlier recruiting calendar for new positions.

Faculty Professional Development

Strengths

- The college has strengthened its commitment by adopting a goal that specifically addresses professional development. The allocation of \$20,000 in college general funding in the 1999-2000 budget was an encouraging signal. The WVC Foundation's intention to commit funds to build a sustaining account for professional development will improve the ability of the college to attain this goal.
- The Human Resources office has been active in providing faculty and staff training on campus.
- Several faculty members engage in scholarship, research and creative endeavor, although such activity is not an expectation of their positions.

Challenges

- It is a challenge to apply professional development funds fairly.
- The new guidelines for applying for faculty travel funds are somewhat cumbersome, particularly for faculty members who previously got the opportunity to travel merely by talking with their administrators. Some faculty members have expressed an unwillingness to complete the required paperwork.
- There seems to be confusion as to the purpose for sabbatical leave. Some elements of the college feel that it should truly be a period of refreshment, while others believe that it should prepare faculty members to meet new challenges within the college.

Recommendations

- The college should work toward stable and reliable funding for faculty development,

including faculty travel. The Foundation may be a good source to work with in meeting this goal.

- The purpose of sabbatical leave should be revisited and revised, if necessary.
- Professional development plans should be made in advance, in coordination with individual goals, institutional events and activities.
- Expenditures for professional development should be tied to the mission, goals and strategic plan of the institution.

List of Appendices

- 4.1 Adjunct Faculty by Division
- 4.2 Supplemental Application—Faculty Positions
- 4.3 Target Salary Data
- 4.4 Course Outline Form
- 4.5 Instruction Council Documents
- 4.6 Committee Survey
- 4.7 Faculty Sabbaticals 1990-2000
- 4.8 Faculty Professional Development Request Form

List of Exhibits

- 4.1 WVC-AHE Contract
- 4.2 2000-2001 Budget Proposals for Faculty Positions
- 4.3 Faculty Hiring Procedures
- 4.4 Faculty Screening Committee Procedures
- 4.5 Affirmative Action Policy
- 4.6 RCW-Defined Benefits
- 4.7 WAC-Defined Benefits
- 4.8 Part-Time Task Force Report
- 4.9 Part-Time Faculty Instructor's Manual—North Campus
- 4.10 Annual Faculty Assignment Plans
- 4.11 Probationary Faculty Manual
- 4.12 Post-tenure Evaluation Process Manual
- 4.13 Annual Schedule
- 4.14 Instructional Budget Development Documents
- 4.15 Professional Activities of Faculty

Standard Four Committees

Leadership Team:

Rob Fitch, Chair—Faculty, Biology
 Anne Gardner—Faculty, Mathematics
 Greg Jourdan—Faculty, Environmental Systems and Refrigeration Technology
 Tim Marker—Assistant Director, Human Resources
 Dr. Carol McMillan—Faculty, Anthropology/Psychology/Biology, North Campus
 Dr. Anne Temte—Executive Dean of Instruction

Review Team:

Kit Arbuckle—Faculty, Computer Science/Math, North Campus
 Sandy Coopridier—Athletic Director
 Mike Lavinder—Faculty, Mathematics
 Anne Rowe—Faculty, Developmental English
 Roberta Vanderlin—Administrative Assistant, Student Services

Standard Five: Library and Information Resources

PART 1: Library and Information Resources

Overview

The Library and Information Resources program (LIR) provides a broad range of materials and services in support of the Wenatchee Valley College district's Mission and Goals. LIR services are provided at the John Brown Library Media Center at the Wenatchee campus and at a full-service library media center at the Wenatchee Valley College North campus in Omak. Access to LIR materials and services is also available through the Wenatchee Valley College library Web page (<http://wvc.ctc.edu/library>) and the Wenatchee Valley College Intranet site. The relationship between the two libraries is not formally defined, but is effective in terms of providing library services to the district. The Omak library staff reports to the North Campus Dean and functions independently of Wenatchee. On the other hand, the two operations are intertwined, sharing the same purposes and operating cooperatively on a daily basis.

Both library collections contain print, audio-visual and electronic resources. A library media staff of 6.75 FTEs provides service to the college district. The library is a member of OCLC/WLN, uses *Spectrum* from Sagebrush Technologies as an opac/automated circulation system for the Wenatchee campus (accessible at the North campus, which still uses a manual system), and subscribes to numerous electronic databases. General use and borrowing privileges are open to any resident of Chelan, Douglas or Okanogan counties.

Day, evening and weekend hours are maintained to accommodate patron needs, and a steadily increasing level of electronic access is available 24 hours a day, which has considerably expanded library services. The Wenatchee campus library hours are 8:00 a.m. – 8:00 p.m., Monday – Wednesday; 8:00 a.m. – 5:00 p.m., Thursday – Friday; and 10:00 a.m. – 2:00 p.m. on Saturday. The North campus library hours are 8:00 a.m. – 7:00 p.m., Monday – Thursday, and 8:00 a.m. – 3:00 p.m. on Friday. Reduced hours are in effect throughout summer quarter and during quarter breaks.

In addition to providing traditional library services, the library is also the center for the district's distance education efforts. (See Standard Two for information on the college's educational programs offered via distance learning.)

LIR supports and promotes the American Library Association's *Bill of Rights, Freedom to Read Statement* and *Intellectual Freedom Statement*.

Purpose

LIR's purpose is to support the educational programs of Wenatchee Valley College by providing necessary resources for students and the faculty. In support of the district's Goal 6: "to provide quality student services essential to the personal and academic success of students," the district library/media staff has adopted the following goals specific to the LIR program:

- to provide the library/media materials and facilities necessary to support the instruction programs and institutional objectives of the college; and
- to maintain an operation that will efficiently provide the user services necessary for patrons to make the most effective use of library/media materials and services.

LIR's service goal is that all the patrons who seek staff assistance will acquire information, resources and/or materials adequate to meet their needs. If specific resources are not immediately available, the patron will be referred to another source or material will be requested from another institution. (5.A.2)



Description

The Collection

Wenatchee Campus

The Wenatchee campus library primarily supports the educational programs of the Wenatchee campus, but also addresses the needs of the entire district. The library also serves students from the nearby branches of Central Washington University and Washington State University. Based on feedback obtained through the following sources, the adequacy of library and information resources is adequate to support the Mission and Goals of the college:

- Interactions with students via:
 - reference services
 - circulation services
- Interactions with faculty and staff members
- Circulation and interlibrary loan statistics
- Student and faculty surveys

(See Exhibit 5.1, LIR student and faculty surveys; Exhibit 5.2, circulation data.)

Information gathered from these interactions, usage statistics and surveys provides the basis for all decisions on what resources and services need to be offered (see Exhibit 5.3, LIR collection

management policies). The core print collection and information resources are evaluated with current holdings and specific curriculum needs in mind to ensure that they are sufficient to support the information and research needs of Wenatchee Valley College's students and the faculty. Decisions regarding additions to these resources are based on consultation with the faculty in the relevant department, or identification of needs that surface as staff members assist students. (5.A.3)

The rapidly changing nature of what defines an adequate collection is an ongoing challenge for the LIR staff. Broad access to electronic resources has meant that patrons can almost always find information relevant to their research needs, making the old quantitative definitions of a collection seem increasingly irrelevant. In fact, student surveys show that over 80 percent of the respondents used LIR's Internet and/or computer databases in lieu of, or in addition to, print resources (see Exhibit 5.1). The average age of the college's on-site collection, 28 years, is a major source of concern to the LIR staff. However, it reflects the long period of extremely lean budgets in the 1980s as a result of repeated statewide community college budget cuts. The materials budget has since returned to an adequate level, but the LIR staff has not yet been able to make up the lost ground. Nonetheless, ensuring the availability of a comprehensive, up-to-date print collection is still a major goal of the LIR.

Currently, the following collections and resources are available on the Wenatchee campus. (5.B.1)

A core collection of monographic print material is organized according to the Dewey Classification system and available for a two-week loan period. Because the budget has been static over the last five years, the collection has grown at a stable rate of about 1,400 titles a year (purchases and gifts minus material withdrawn).

- **Reference material**, totaling 2,808 volumes, is organized according to the Dewey Classification system and available for use during all library hours.
- A **collection of periodicals**, including current subscriptions to 232 print

periodicals as well as a collection of non-current periodicals, is organized by title, with all but the latest issue of current subscriptions available for a one-week loan period. Research access is provided through standard print indexes.

- A **reserve collection** of library items and materials provided by instructors is available on a library-use-only basis, unless the instructor specifies a particular checkout period.
- **Vertical file material** is organized by type (e.g. statistics, corporation reports, maps, Pacific Northwest) and then by subject. The material is housed in file cabinets and available for a one-week loan period.
- **Audiovisual collections**, including 1,277 audio cassettes, 2,443 video VHS cassettes and 282 CDs, are organized according to the Dewey Classification system and available to students for library-use-only viewing/listening. An exception to library-use-only is the collection of 291 math tutorial videos, which can be signed out overnight. Instructors can check out videos for in-

class use, and these are typically ordered via e-mail and delivered to the instructor's campus mailbox.

- A collection of **online and CD-ROM databases and indexes** are accessible from the 17 computer workstations in the library and any computer connected to the district proxy server. A number of the databases are also accessible from off campus via remote access. (5.B.5) These include:

Agricola
CINAHL (SilverPlatter CD-ROM)
GaleNet Contemporary Authors
GaleNet Contemporary Literary Criticism
GaleNet Dictionary of Literary Biography
EBSCOhost Academic Elite
Encyclopedia Americana Online
Encyclopedia Britannica
Groliers Multimedia Encyclopedia
Congressional Quarterly CQ Researcher
ERIC (SilverPlatter CD-ROM through

Table 5.1—Print materials at the WVC Wenatchee Campus, May 1999

Titles = 34,567; Volumes = 39,059

Dewey Classification	Number of Volumes	Percent of Collection	Percent of Circulation
000-099	715	1.8	3.8
100-199	2,132	5.5	7.1
200-299	912	2.4	1.8
300-399	6,748	17.3	16.2
400-499	429	1.1	1.0
500-599	2,890	7.3	11.9
600-699	3,585	9.1	15.6
700-799	3,813	9.8	9.8
800-899	4,920	12.5	5.7
900-999	5,291	13.5	13.7
Fiction	3,448	8.8	10.0
Reference	2,808	7.4	.6
Biography	1,368	3.5	2.8

12/99) and online through
EBSCOhost
*Access Science (McGraw-Hill Ency-
 clopedia of Science & Technology)*
NewsBank NewsFile Collection
OCLC/WLN LaserCat (CD-ROM)
ProQuest Research II
Uncover

- 17 computer workstations in the library with full Internet access.
- 18 computers with specialized software (e.g. foreign language, CAI, nursing, real estate) located on the upper level of the library.

North Campus

The North campus library supports the educational programs of the Wenatchee Valley College North campus and serves as the research center for the citizens of Okanogan County. The library serves students from local high schools, City University, Washington State University and Heritage College. The North campus also informally supports the growth of other local collec-

tions such as the Omak High School Library and the Colville Confederated Tribes Community Library through donated books appropriate to their collections. (5.A.3)

The core collection consists of 3,513 nonfiction books (average age: 22 years) and 281 fiction books, organized according to the Dewey Classification system. The core collection has not grown significantly over the past three years. Donated books make up approximately 90 percent of the collection. During the 1996-97 school year, 276 nonfiction titles, purchased and donated, were added; 176 titles were added and 190 were weeded in 1997-98, 96 titles added and 76 weeded in 1998-99.

The library at WVC's North campus houses the following:

- A **core collection of books** is organized according to the Dewey Classification system and available for a three-week loan period.
- **Vertical file material** is organized alphabetically by subject, housed in file cabinets, and available for a one-week

Table 5.2—Print Materials at the WVC North Campus

Dewey Classification	Number of Volumes	Percent of Collection
000-099	26	1%
100-199	253	7%
200-299	80	2%
300-399	900	26%
400-499	21	1%
600-699	430	12%
700-799	185	5%
800-899	313	9%
900-999	541	15%
Fiction	281	8
Reference	359	11%
Biography	120	3%

Note: percent of circulation data not available from the North campus circulation system.

loan period.

- **Periodical subscriptions** include 30 purchased titles and 25 donated titles with issues available for one-week loan periods. Subscriptions to five newspapers are available for in-library use.
- **Reference material**, organized according to the Dewey Classification system, is available for in-library use.
- **Reserve materials**, provided by instructors, are available for in-library use only.
- A **video collection**, organized by the Dewey Classification system, is available for in-library use. Instructors may check out videos to use in classroom situations. North campus patrons can access the collection in the Wenatchee campus library that is available for a three-day loan period.
- **CD-ROM databases** are accessible from one computer.

American Indian: A Multimedia Encyclopedia
DIScovering Authors
 OCLC/WLN LaserCat

- **Online databases and indexes** are accessible from two library computers and the 45 computers in the two computer labs during open lab.

EBSCOhost Academic Search Full-Text Elite
Encyclopedia American Online
GaleNet Contemporary Authors Online
NewsBank NewsFile Collection
ProQuest Direct Research II

- **Online databases available via remote access** for students:

EBSCOhost Academic Search Full-Text Elite
ProQuest Direct Research II

- **Internet access** will soon be available from a new library computer and from the computers in the computer labs.

In addition, the North campus library supports the intellectual and technical development of students by providing access to the collection on the Wenatchee campus and to interlibrary loans from other college libraries in the OCLC/WLN system. The North campus library does not itself house enough materials to fully support academic programs, and the expanding needs of the classes offered at the WVC North campus point to a need for updating and augmenting the library holdings. However, because of interlibrary loan abilities and electronic full-text databases, the library has access to sufficient materials to support curricular offerings. (5.A.2)

A very valuable supplement to the on-campus collection has been the number of periodical indexes available for students, staff and community members and the excellent interlibrary services provided by WLN and now OCLC/WLN. That strength has now shifted to the online subscription index/databases *EBSCOhost Academic Elite* and *Proquest Direct Research II* that offer full-text articles from nearly 2,000 periodicals. (See Exhibit 5.4, periodicals and indexes). The value to patrons is evidenced by the significant drop in interlibrary loan requests for articles: 90 percent from 1994-1995 when no full-text database was available, and 70 percent from 1998-1999 when one full-text database was available (see Exhibit 5.5). The drop in requests and the increase in usage figures suggest that students are able to obtain desired information immediately rather than having to wait for it to arrive from another library. (5.A.3)

The electronic storage and transmission of information in full-text form is changing Okanogan County from information-poor to information-rich as the college campus library and local high schools continue to increase electronic access to materials. The full-text electronic databases help equalize information access, thereby helping Wenatchee Valley College fulfill its institutional Mission and Goals of providing high-quality services.

Services

Bibliographic instruction on both campuses takes three basic forms. The first is consultation with an individual regarding a specific research question or project. The second is small-group orientation to the library for specific classes with specific materials held on reserve. The third is bibliographic instruction for specific classes. For some courses, students get research instruction in the classroom before coming to the library for hands-on experience. (5.B.2)

Wenatchee Campus

A full range of services is available on the Wenatchee campus, including the following:

- **Circulation** and **reserve** services.
- **Reference** services, including:
 - individual consultation on research.
 - group orientations and bibliographic instruction for specific classes. The instruction focuses on discipline-specific resources and appropriate searching skills; in the last year LIR reference staff members have conducted 44 group orientations, serving 846 students. (See Exhibit 5.6, group orientation evaluations at Wenatchee LIR.)
 - printed *search guides* to resources and Web sites in various fields, such as chemistry or anthropology, and to individual databases, such as *EBSCOhost* and *ProQuest*.
- **Interlibrary loan** services, including a weekly courier service for material borrowed from Central Washington University. In a typical year, the LIR loans 750 items and borrows 1,400.
- The **library Web site** has recently been reconstructed and expanded to include additional links to a wide variety of resources, databases and Web sites. In addition, an LIR Intranet link has been initiated for communication with faculty regarding library services, material requests and related matters.

- A **Distance Learning Support Center** was established in September 1998 to provide
 - telecourse coordination, support and information
 - Washington Online course coordination, support and information
 - library orientation and research support for distance education students.
- **Audiovisual services** include
 - circulation/delivery of media materials for the faculty
 - audio- and video-tape duplication
- **LIBR 101**, Computer Research Skills, is an introductory, two-credit course that covers a wide range of research and information skills. LIR's staff would like to see this course, or a similar one, become an AA degree requirement. (See Exhibit 5.7, syllabus).

North Campus

The following services are available on the North campus:

- **Circulation** and **reserve** services.
- **Reference** services, which include
 - individual consultation on research
 - individual and group orientations and bibliographic instruction for specific classes, including English 175—Study Skills, and English 203—Composition: Research
 - search guides for CD-ROM and online databases
 - research guides for MLA, APA and CBE styles
- **Interlibrary loan** services from the Wenatchee campus and other OCLC/WLN libraries.

Facilities

Wenatchee Campus

The LIR facility on the Wenatchee campus provides 12,985 square feet of assignable student space and 1,237 square feet of staff space in a two-floor, handicapped-accessible building. This

facility provides:

- study space for individuals and groups: carrel seating for 76, table seating for 16 and 64 armchairs;
- 17 computer workstations with online access (including one handicapped-accessible station);
- Four computer workstations dedicated to the library's online catalog;
- Four computer workstations with word-processing software;
- Five rooms equipped with VCRs, audiocassettes and/or slide-tape projectors for viewing audiovisual material;
- coin-operated photocopier;
- microform reader/printer.

Computing and communications services provide the infrastructure for virtually all library operations including circulation, cataloging, reference services, interlibrary loan, bibliographic instruction and distance learning support. Over the past 10 years, computing and communications-based services have moved from enhancing traditional print and audiovisual resources, to playing an integral part of LIR resources and services. The Internet is potentially a major LIR access point for the faculty and students, especially off-campus students. In many respects, LIR is now a 24-hour-a-day/seven-day-a-week operation. (5.C.1)

The LIR has a cooperative agreement to provide LIR services to the local area students of CWU, and is a signatory to the Washington community college reciprocal borrowing agreement which provides joint borrowing privileges for the students of all participating libraries. In addition, LIR has informal agreements to assist the relatively few local area students of City University and Lesley colleges. (5.C.2; see also Exhibit 5.8)

North Campus

The physical facilities of the North campus library are pleasant and welcoming. However, the library is small (1,842 square feet), with little expansion space for shelving traditional materials or for additional computers for electronic data-

bases. Seating is limited: there are chairs for only 19 people, which presents a problem when a class of 25 students visits as a group. The library facility includes:

- two study tables, seating four;
- two study rooms, comfortably seating two each;
- four overstuffed chairs;
- two computer stations for online databases;
- one computer station for CD-ROMs;
- one computer station for World Wide Web research (still on order at the time of publication);
- coin-operated photocopier, owned by student government;
- microfilm reader.

The library also ensures the availability of adequate audiovisual equipment for instructor use. The classrooms have overhead projectors and television/VCRs so instructors do not have to worry whether equipment is available after library hours. (5.C.1)

Personnel and Management

Wenatchee Campus

The LIR is organized by functional areas: reference/bibliographic instruction, circulation, audiovisual materials, technical/Web services, administration and distance learning support. As is typical in smaller operations, everyone on the staff is actually a generalist whose first priority is customer service. A basic level of cross-training is essential since all full-time staff members share evening and weekend hours on a rotating basis, and are often called upon to provide service outside their general areas of expertise. Knowing this, the staff is anxious to stay abreast of activities and procedures in all LIR functional areas and to share any new developments with co-workers. These information exchanges foster a team approach to customer service and problem solving. (5.D.3)

Even though the Association of College and Research Libraries (ACRL) standards call for 10 FTE staff members, the current staffing level of

5.27 FTEs, with approximately 28 hours per week of student work-study assistance, is adequate, though certainly not optimal. This assertion of adequacy is based on objective feedback from students and faculty members and the daily observation that patrons typically receive immediate service. The primary staffing inadequacy is that not every research query receives the services of a professional reference librarian. While this would be highly desirable, it is not a realistic goal given budget limitations and the many competing needs for faculty positions in other instructional areas. Additional staff members would also provide some respite from required day-to-day tasks and would thus allow the LIR staff to spend more time on analysis and planning. (5.D.1)

LIR staff members actively participate in a wide range of college committees. The most relevant committees are: Library/Media Committee, Instruction Council, Instructional Technology Committee, Instructional Administrators Council and the Distance Learning Committee. Professional staff members are members of the Community College Librarians and Media Specialists, the American Library Association, the state Library Media Directors Council, American College and Research Libraries and the state Distance Learning Council. The director regularly conducts focus-group presentations for college staff members and has recently completed a series of WVC Foundation-sponsored focus-group presentations to community members. (5.D.2)

All LIR staff members attend college workshops and appropriate state meetings, and take advantage of available training opportunities in their respective functional areas (interlibrary loan conferences, WLA technical services workshops,

vendors' training sessions, etc.). With respect to professional development, library staff members are also encouraged to attend training sessions, workshops and seminars, particularly those focused on new developments, such as the merger of WLN and OCLC or the implementation of the new Spectrum collection management program. (5.D.3)

Individual job descriptions are developed per state guidelines, WVC policies and procedures, and WPEA contracts.

North Campus

One FTE classified employee and one part-time hourly employee maintain the 51 hours per week that the North campus library is open during the regular academic year. The library is also open 32 hours per week during summer quarter. Saturday hours are added when a qualified work-study student is available. Personnel is adequate in number and expertise to provide services in the development and use of library and other learning resources. The North Campus Library Specialist takes advantage of weekly staff meetings to informally assess the quality, accessibility and use of the library. Priorities are continually monitored and adjusted to support the teaching, research and learning functions of Wenatchee Valley College as well as possible given the budget parameters. (5.D.1)

Library Budget

Wenatchee Campus

With the exception of an infusion of Running Start funds three years ago, the LIR budget has remained essentially static for the last six years,

Table 5.3—ACRL Guidelines for Staffing a Single-Campus Academic Library for 2000 FTE Students

Staff Category	Excellent	Minimum	WVC-Wenatchee
Administrators	1	1	1
Professionals	5	3	.75
Technicians	6	3	4.52
Other Staff	6	3	0

though it has been supplemented with general college equipment and technology funds so that equipment and computers could be purchased and maintained. With this augmentation, the LIR budget is adequate to meet basic operational needs. (5.D.6) This assessment of adequacy is based on the deduction that if staffing levels, materials and information resources and facilities are considered adequate, then the budget providing them must be adequate. The LIR is fortunate to have the administrative and budgetary authority to change and move in new directions as need requires.

North Campus

The budget for the North campus library has not significantly increased over the past 10 years. However, the budget has been supplemented through general North campus equipment and technology funds to purchase additional books, audiovisual equipment and computers. The North campus library has had to cut the number of hard-copy subscriptions due to price increases. Fifteen

titles were cut in 1998-99, but it is anticipated that electronic subscriptions will fill the gap.

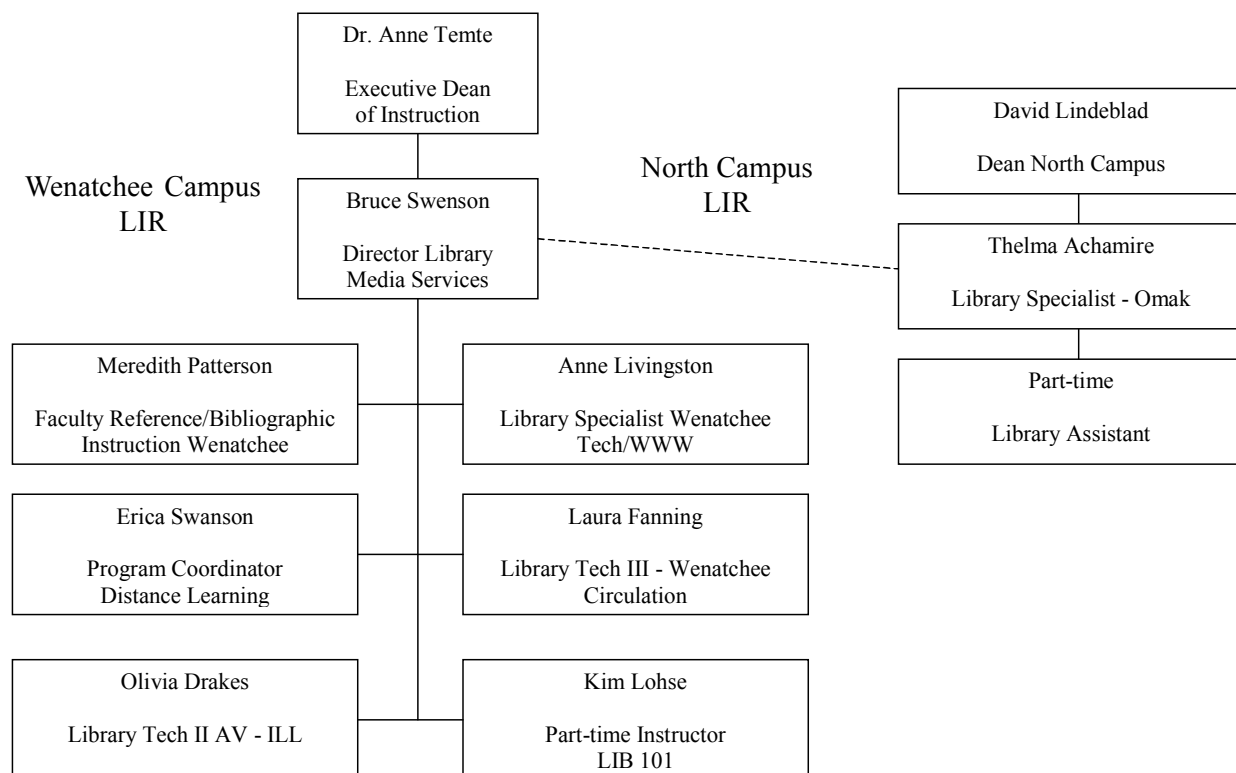
Planning and Evaluation

Wenatchee Campus

The Library Advisory Committee, which was initiated to facilitate faculty/LIR communication, has played a minor role in LIR activities because the size of the college makes it easier for faculty members to communicate directly with the LIR staff whenever they feel the need. The student government has designated a student-library representative to foster communication and resolve problems. LIR staff members serve on the Instructional Council and the Instructional Administrators Council. The curriculum development process mandates that all proposed new courses formally consider the impact of the course on the LIR. (5.D.5, 5.E.1)

LIR collects statistics on acquisitions, circulation of materials, interlibrary loan activity and the

Figure 5.1, Organization of Library and Information Resources at WVC



use of facilities. The new *Winnebago Spectrum OPAC/circulation* system initiated in winter-quarter 2000 gives the LIR a whole new range of available information, which should dramatically improve data-driven decision-making. Furthermore, *EBSCO* and *Bell & Howell/UMI*, the vendors for WVC's full-text periodical databases, have promised upgrades that will enhance the ability to extract and sort usage data.

Since LIR serves two major audiences, students and faculty, their evaluation of LIR services are of primary concern. On the average, LIR serves 400-600 students a day (see Exhibit 5.8, library usage data) and has consistently received the highest satisfaction rating of all high-use college services. LIR also exceeds the national norms in both usage and student satisfaction. These figures have held consistent in surveys taken in 1994 and 1999. Faculty evaluations of library services are also positive (see Exhibit 5.1).

North Campus

Planning for North campus library purchases is generally informal. At least once a year, instructors are formally asked to suggest books for purchase by a memo attached to the yearly acquisition list. There are generally few responses to the formal requests, but informal discussions with individual instructors usually identify the book titles or categories desired. Often a specific need is articulated when a class is taught. For instance, three years ago an instructor covered Hispanic American history in a class and found very few supporting materials in the library. During the past two years appropriate books have been added to the collection to help meet this identified need. (5.B.4)

Audiovisual equipment and computers are put on the yearly equipment and computer technology priority lists, the merits are discussed at one or more meetings, and the North campus staff decides collectively what to purchase for any given academic year.

The North campus library has not recently surveyed students and staff members about library services, although both groups have input into book titles purchased when money is available.

Analysis and Appraisal

Strengths

- The library staffs at both campuses are dedicated and give high-quality service to students, faculty and the community.
- Library hours are adequate at both sites.
- Students and faculty members give the LIR an excellent rating.
- Communications between library staff members and students and faculty members are very good at both campuses.
- Both libraries have good access to online and other electronic resources.
- Partnerships and shared services with other libraries (e.g., *LaserCat*) expand WVC's services.
- The recent integrated online circulation/catalog system has improved service efficiency.

Challenges

- The average age of the print collection at both campuses is a concern.
- Funding for new acquisitions is limited at both campuses.
- *Weeding out* is not done consistently or systematically.
- Limited space at the North campus library makes it difficult to provide orientations and research instruction for whole classes at once.
- Continuous changes in electronic access systems make it difficult to keep skills current.
- Not all library staff members and patrons have been trained in the use of new electronic access systems.

Recommendations: Wenatchee Campus

- The LIR should establish a more active weeding procedure.
- The LIR should seek additional funding to bring down the age of the collection, particularly in occupational areas and the natural and physical sciences.

- The college should make efforts to ensure that a comprehensive, up-to-date print collection will be available.
- The LIR staff should examine alternative methods of instructing patrons on the use of electronic search systems.
- The college should provide adequate staff training on the use of new systems.
- The college should ensure that technical/professional and transfer students not leave WVC without a basic ability to:
 - recognize a need for information,
 - identify and locate appropriate information sources,
 - know how to gain access to the information contained in those sources,
 - evaluate the quality of the information obtained,
 - organize the information, and
 - use the information effectively.
- Student and staff perception of the facilities.
- The North campus should add electronic, full-text databases that would also have remote access.

Recommendations: North Campus

- The North campus library should continue to add collections to *LaserCat* or some substitute database.
- The reference collection should be increased by at least 15 titles.
- The Comparative Religion section (290s) should be increased by at least 10 titles.
- The library should purchase at least six titles suggested for Introduction to Anthropology, at least seven titles suggested for SOC 135—Sociology of Women, and at least 20 titles suggested by students.
- The North campus library staff should design a library survey to assess the following:
 - Student and staff perception of the sufficiency of library resources to support academic offerings.
 - Student and staff perception of material needs.
 - Student and staff use of library materials.
 - Student and staff perception of traditional paper materials.
 - Student and staff use of electronic databases—local and remote access.

Part 2: Technology and Information Services

Overview

The Technology and Information Services (TIS) Department is a centralized information technology service organization that supports the mission of the Wenatchee Valley College district by providing access to and support for modern technology, including:

- computers and media equipment
- software applications
- network services
- telecommunication services
- interactive digital television services
- internal and external databases
- library technology services

In addition, the TIS Department supports student outcomes by providing student access to computing and telecommunications resources. The department supports approximately 450 student-access computers in 23 separate labs and classrooms. The department also supports computers and ancillary services for all full-time employees. In all, there are approximately 650 computers in the district, a number that is growing rapidly. See Exhibit 5.9 for a complete current list of TIS-supported equipment.

Purpose

The role of the Technology and Information Services department is to provide current technology and support to all areas of the institution

throughout the district. (5.A.3, 5.B.5) Services provided by the department include:

- design, installation and maintenance of instructional computer classrooms and labs;
- installation and maintenance of computer hardware and software for faculty and staff members;
- planning, design, implementation and maintenance of a Local Area Network;
- systems administration, including the administrative applications server, file and print servers, e-mail server, Web servers, Intranet services, dial-up server, CDROM servers, and classroom/lab servers;
- technical consultation and guidance to all employees on technology resource planning, purchasing and implementation;
- telecommunication services including PBX, CSU/DSU and voice mail administration as well as station adds/drops/modifications;
- operational support for interactive digital television conferences;
- operational support for satellite downlinks;
- assistance to Plant Services with facilities planning;
- training of users on core services;
- custom programming of applications to support the goals of the institution;

Description

Wenatchee Valley College has made significant gains and investments in technology over the last three years. The institution has improved all

areas of its technology infrastructure and has enhanced the hardware, software and support services for virtually every area of the college.

(5.A.1) Specific achievements during this period include:

- a 100 percent increase in the number of student-accessible computers;
- an improvement of the quality of computers and technology for employees, so that as of June 2000 no full-time staff or faculty member will have a computer under Pentium class;
- the establishment of a student technology fee, by a vote of the student body, to cover systematic replacements of computers, software and infrastructure in the instructional labs and classrooms;
- the establishment of a budget line item for staff and faculty computer replacements;
- the hiring of two additional computer technicians to provide support for the additional infrastructure.

Computing Resources for Students

Computer resources for students are adequate for the curriculum. There are student-accessible computers in every building on both campuses, as well as in two off-site locations. Overall there are approximately 500 student-access computers and, in addition, every classroom has Internet access capability.

The student-access computers are replaced on a four-year cycle, so that currently there are only Pentium class or higher computers in all student computing labs and classrooms. Most computers are Pentium II-based PCs. In addition to general-purpose productivity software, each computing lab has specialized software for the purposes of the instructional area, such as CAD/CAM, clinical simulations for the allied health fields and compilers. The library has special computing facilities for electronic database research, as well as an open computing lab (see part I of this chapter). The library is also equipped with equipment for students with special needs, and similar resources are also being deployed throughout the institution.

(5.A.2, 5.A.3)

Computing Resources and System Support for the Faculty and Staff

Faculty and staff

The college furnishes a PC, e-mail and voice mail for each full-time staff member. At this time, there is no minimal standard for computing platform, so performance does vary across the system. However, every attempt is made to properly match performance to job duties. In addition, recent changes to the budget have allowed ongoing staff computer replacements. Currently the budget allows for a five-year replacement cycle.

The TIS department assists staff members with hardware and software selections, and with preparation of documents for purchases. The department also installs, configures, troubleshoots and repairs technology. In addition, the department provides basic training to staff members and acts as a resource to faculty members for technical planning and design.

Collegewide systems

The TIS department is responsible for system administration support for all the college's technology applications. Supported systems include file and print servers, CD-ROM, e-mail, voice mail, remote access, and administrative application servers. The department administers 38 servers, employing a variety of operating systems. The operating systems in use include MPE, Windows NT, Novell Netware, SCO Unix and RedHat Linux.

TIS provides support for the campus network infrastructure and associated equipment. The TIS staff performs all phases of any infrastructure upgrade project, from planning, design and equipment specification to installation, configuration and maintenance.

The college has a strong and growing Intranet. The range of Web-based services available to both students and staff members is expanding, including functions such as grade submission, unofficial transcript queries and class registration. Information kiosks in various locations

on both campuses aid students in accessing this information.

The TIS department staff performs systems administration for the college's telephone exchange and voice mail systems. In conjunction with a private service provider, all service adds, drops and changes are performed within a maximum two-day turnaround.

The TIS staff provides basic computer training and orientation for new employees. Currently there is no general, ongoing, end-user training program. However, funds for collegewide training have been allocated for the past several years through the Human Resources department. The majority of these funds have been used to provide computer-related training for employees, primarily in office productivity programs such as Microsoft Word, Microsoft Excel and Microsoft Access.

During major software transitions, such as desktop operating systems, there are additional training sessions provided. These sessions are arranged and taught by the TIS staff, and are scheduled on a rotating basis to allow the maximum number of employees to attend.

Help Desk

The college provides a computing help desk, accessible through a single phone extension. Staff members with computing problems can call the help desk for help with a number of issues, ranging from network password access problems to physical problems with their computers. Response times for actual office calls that are generated are typically less than one hour. (5.D.1)

Facilities and Access

Infrastructure

The LAN infrastructure of the institution is based on multiple fiber-optic cable runs that interconnect all buildings on both campuses. The topology used is a modified star-bus with major fan-out locations in Wells, Batjer and Sexton halls. The communications infrastructure is based on 100BaseTX or 100BaseFX ethernet for adminis-

trative computing and on 1000BaseSX ethernet for instructional computing.

The telephone system infrastructure is aging, but adequate for the current needs of the institution. Both analog and digital end stations are in use, although analog phones are being phased out.

Instructional Computing

All classrooms are wired to the LAN and hence have Internet access. In addition, the college has undertaken major upgrades to increase both the quantity and quality of instructional computing. Planning for broader technology access is integrated into all new instructional remodeling plans. The other major technology thrust within Instruction is the ongoing need for distance education support. Through its K-20 system, the state of Washington has provided both equipment and subsidized transport for digital interactive television. The institution has several endpoints on the K-20 system: two classrooms in Wenatchee, one in Chelan and one in Omak. (5.C.1)

Administrative Computing

The institution's administrative applications are currently hosted on an HP3000 processor. The software and hardware are supported in cooperation with the Center for Information Services (CIS), a computing consortium of community and technical colleges statewide. This platform is currently under scrutiny and steps are underway at the state level for migrating to a modern system.

Other Information Technologies

In addition to staff and classroom computers, the institution has an inventory of portable computers, computer projection equipment and all of the standard audiovisual equipment such as VCRs, slide projectors and televisions. The college can also provide satellite downlinks of nationally broadcast programming.

Construction of Instructional Computing Facilities

The TIS department undertakes an active role in planning for instructional computing facilities. The 1999 remodel of Sexton Hall for new computing labs is an example of the successful integration of the TIS department and the Physical Plant department in completing a project.

Personnel and Management

Organizational Structure

In 1996, the increase in complexity and volume of Instructional Computing and Technology resulted in the formation of a new Instructional Technology department. With further growth and changes in technology and infrastructure, steps were taken in 1999 to merge Administrative Computing (MIS) and Instructional Technology into a combined, centralized technology organization. The combined department is the Technology and Information Services department. The department currently has a staff of 10 plus a director, and is the focal point for all technology support, planning and maintenance on both campuses.

Staff Qualifications and Responsibilities

Job responsibilities are clearly defined in detailed job descriptions. Candidates for technical

support positions are carefully screened during the application and interview process. Copies of all job descriptions can be found in Exhibit 5.10. (5.D.2)

Staff Development

The college has provided professional development opportunities to all its employees, and special budget allocations have been created to help the Technology and Information Services department staff update skills to manage new technology. (5.D.3)

Evaluation

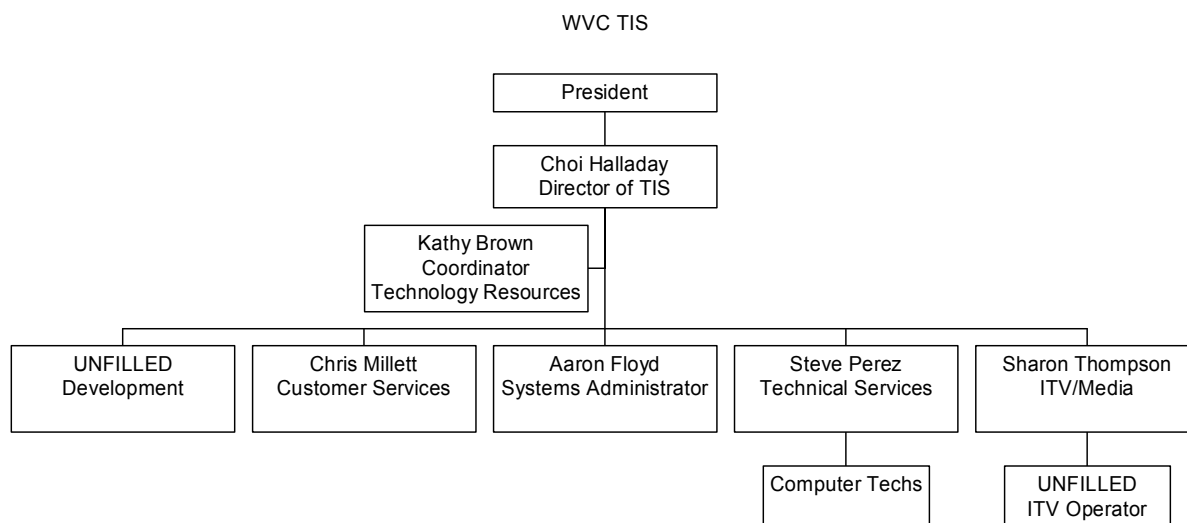
Past evaluation of the resources and services has been done informally by input from the staff. Recently, more formal steps for evaluation have been started, including a detailed tracking system of support calls. The results of these new analysis techniques are not yet complete enough for thorough evaluation.

Analysis and Appraisal

Strengths

- The institution has adequate and growing technology resources to meet its mission.
- The data network is growing and is based on modern technologies. All classrooms are wired into the Local Area Network.

Figure 5.2—Organization of Technology and Information Systems at WVC



- All full-time faculty and staff members have personal computers in their workspaces.
- The college has been able to find qualified personnel for its technology support needs.
- The college data communications infrastructure is modern on the administrative side, and state-of-the-art on the instructional side.
- The college has made great strides in budgeting for computer replacements on a regular basis.
- The K-20 digital interactive video system is being used for a variety of instructional and administrative purposes.
- The voice communications system, though aging, is still adequate to provide daily communications systems.
- The organization of the technology support departments has been changed to reflect the growth and importance of technology within the institution.

Challenges

- The rapid pace of change and the incredible costs associated with the adoption of new technologies make it difficult for the college to stay current.
- Given the institution's location and pay scale, continued attraction and retention of qualified technical personnel are a concern.
- Computing resources are not generally available for part-time faculty members and employees.
- The aging phone system is difficult to maintain, and does not afford the flexibility of management and expansion that modern phone systems employ.
- The age of the administrative applications platform does not allow for modern flexibility and access for reporting and planning.
- Very little of the technology infrastructure allows for redundancy and survivability in the case of equipment failure.

Recommendations

- WVC should work with the CIS consortium to replace the aging administrative application platform.
- TIS should make efforts to increase the redundancy in the Local Area Network.
- The college should acknowledge and plan for increases in technology costs in the annual budget.
- The college should replace the phone system with a modern alternative.
- The TIS department should explore improved evaluation techniques to assess the service it provides.

List of Exhibits

- 5.1 LIR Student and Faculty Surveys
- 5.2 LIR Circulation Data
- 5.3 LIR Collection Management Policies
- 5.4 North Campus LIR Periodicals and Indexes
- 5.5 North Campus Interlibrary Loan Requests
- 5.6 Group Orientation Evaluations, Wenatchee LIR
- 5.7 LIBR 101 Syllabus
- 5.8 Cooperative Agreements
- 5.9 List of TIS-Supported Equipment
- 5.10 TIS Job Descriptions

Standard Five Committees*Leadership Team:*

Bruce Swenson, Chair – Director, Library/Distance Learning
Thelma Achamire – Library Specialist, North Campus
Dr. Bob Gillespie – Faculty, Tree Fruit Production
Dr. Choi Halladay – Director, Technology and Information Services
Kim Lohse – Library Assistant

Review Team:

Kathy Carrington – Program Development Specialist, Continuing Education
Aaron Floyd – Computer Support Analyst
Ruth Hegdal – Faculty, Accounting/Business Administration, North Campus
Steve Perez – Computer Support Technician

Standard Six: Governance and Administration

Overview

The governance systems of Wenatchee Valley College operate under multiple influences and regulations. As a public institution, WVC is part of a statewide system of community and technical colleges, and in addition responds to the requirements of a number of public agencies and boards. Local governance is under the direction of the college Board of Trustees, which delegates administrative authority to the college President and adopts the Mission and Goals that guide the direction of the institution. While there is not a high degree of flexibility in the college's authority, there are many choices inherent in how the college governs its educational programs and operations. The analysis presented here indicates that some adjustments in governance systems may be needed to ensure that the college continues to be effective in fulfilling its mission. The college has a newly appointed Interim President, and is also facing the challenges inherent in changes of leadership.

Purpose

The governance system and administrative structures of the college have one ultimate end: to make it possible for WVC to accomplish its Mission and Goals. The function of all the institution's policies and procedures, its operational processes and the way in which departments are organized all enable the college to carry out actions in support of the Mission.

Description

Governance System

Institutional governance for Wenatchee Valley College is determined at several levels. The college is part of the Washington State Community and Technical College system, which was established by the Legislature with the passage of the Community College Act of 1967. The college Board of Trustees is the governing body for the institution. Within the college, three councils, a number of committees, the President's Cabinet and the Student Senates are the defined bodies for local governance.

State Board for Community and Technical Colleges

The primary state agency with oversight over the system of 34 community and technical colleges is the State Board for Community and Technical Colleges (SBCTC). The Community and Technical College Act of 1991 (Revised) states that the SBCTC "is to provide for the dramatically increasing numbers of students requiring high standards of education either as part of the continuing higher education program or for occupational education and training, or for adult basic skills or literacy education." Specific duties of the SBCTC are outlined in the SBCTC Standard Policies and Procedures Manual. A copy of the Policies and Procedures Manual for the SBCTC is available in the exhibit room (Exhibit 6.11).

The authority of the SBCTC and the Board of Trustees of each local district is clearly defined by state law. As a public institution, this authority flows from the people of the state of Washington to their elected legislative representatives. The legislative statutes dealing with community colleges are found in the Revised Code of Washington (RCW) section 28B.50 (Exhibit 6.2).

Because of the large number of state agencies, state statutes and state boards in existence, the college is governed by rules, regulations and policies from a number of these entities. A chart of these agencies and comments on each is found in Table 6.1.

The secondary boards, agencies and state offices that have policy requirements, regulations

Table 6.1—System-Level Boards and Agencies

Agency / Board	Notes
State Board for Community and Technical Colleges	Nine-member board of citizens, appointed by the Governor. General supervision and control of finance and educational programs for all state community and technical colleges.
Higher Education Coordinating Board	Nine-member board of citizens, appointed by the governor, to represent the broad public interest in the development of higher education policy.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including the Running Start program and high school completion programs.
Office of the Attorney General	Legal requirements for all state organizations.
Office of Financial Management	Provides detailed financial reporting regulations.
Washington Personnel Resources Board	Policies on employment and classified job classifications.
Washington State Auditor's Office	Conducts system and college financial and special audits.
Washington State Department of General Administration	General state regulations governing official records, procurement, facilities and capital construction.
Washington State Treasurer's Office	Additional financial policies/audits.
Workforce Training and Education Coordinating Board	Oversight of special legislative programs.
Local Workforce Investment Board	Oversight for Workforce Investment Act activities.
Washington State Employment Security Department	Regulates unemployment benefits.

and procedures for college operations have well-established channels of communication with college employees. (6.A.4)

Governance within the District

The college Board of Trustees sets policy for the institution and delegates administrative authority to the President of the college. The administrative structure of the college is established by the president and is described more fully under *Leadership and Management* below. Overlying the organization of the staff into departments and offices is a structure of committees and councils that forms the vehicle for most individuals' participation in college governance. This structure has varying levels of formality, with some bodies having a prescribed charter and membership, and others operating on a more informal basis with membership defined primarily by interest. (6.A.2, 6.A.3)

In the spring of 1999, senior administrators systematically reviewed the policies governing the Board and the college and found them to be difficult to follow and severely out of date. A project was therefore initiated to re-codify, update and in some cases replace the policies governing the operation of the college. A Policies and Procedures Committee was established to define the process through which new policies and operational procedures would flow. This process was completed in summer 2000 for policies governing the Board, general administration of the college, Administrative Services, Instruction and Student Services. Review and updating of procedures will be based on these changes in policy and will begin in the fall of 2000.

President's Cabinet

The President's Cabinet is the primary body for districtwide governance. The Cabinet meets weekly and functions as the President's executive advisory committee for institutional matters. Its role is to share information, identify key issues, review and discuss options, and make recommendations to the President for his decision.

The membership of the Cabinet has undergone several changes in the past two years. In August 2000, Interim President Parlette defined the Cabinet to include the following administrators:

- Executive Dean of Instruction
- Dean of Student Services
- Dean of Administrative Services
- Dean of the North Campus
- Dean of Student Programs
- Director of Human Resources
- Director of Institutional Effectiveness
- Director of Public Information
- Director of Technology and Information Services

Area Councils

The three major areas of the college—Instruction, Student Services and Administrative Services—each have a council that meets at least monthly. In addition, the North campus holds a weekly meeting of all faculty and staff members. Each of these groups is somewhat different in composition and focus, but all are important vehicles for faculty and staff input into governance.

- **The Administrative Services Coordinating Council:** Since the mid-1980s the management staff of Administrative Services has met weekly to share activities and to plan cross-program activities. Once a month representatives of other district management units and student government are invited to join the meeting to bring information or requests. Administrative Services has used this communications forum to guide programs and services delivered to students and the staff. For over 10 years Administrative Services has set annual goals and objectives to shape plans for the following year's budget and services. The staff meets several times during the year to discuss progress toward these goals. With the college's adoption of the *5-column assessment model*, documentation of activities has been adapted to the new process. (See Standard One.)

- **The Instruction Council** is made up of the chairs of each of the 12 faculty divisions, administrators from Instruction and Student Services, a student representative, and nonvoting members from the college's business and human resources offices. Monthly meetings are held to review issues of significance to the faculty. Curricular issues, instructional policies and procedures, planning and assessment, and committee activities are regular agenda items. The council makes recommendations by vote to the instructional administrators and the President's Cabinet.
- **The Student Services Council** recommends policy and sets procedure related to student support services at monthly meetings. Representatives on the council come from counseling, financial aid, admissions, special populations, athletics and the associated student body. Both the Dean of Student Support Services and the Dean of Student Programs are on the council, and representatives from Instruction and Administrative Services also attend.
- **North campus staff** members meet weekly to discuss issues and share information. Meetings are attended by faculty members, administrators and classified staff members, as well as a representative from the elected student government. In addition, each faculty member is connected to the Wenatchee campus through an instructional discipline or program. The relatively small size of the group makes a consensus model of decision-making feasible.

The Dean of the Wenatchee Valley College North campus represents campus issues at district meetings.

College Committees

Table 6.2 lists the standing committees of the college. More information, including the names of current committee chairs, is presented in Exhibit 6.3.

During the process of the self-study for accreditation, the Accreditation Steering Team recommended the formation of a Policies and Procedures committee. This committee commenced its work in fall 1999. The purposes of this committee are to review all existing policies and procedures, move all administrative units of the college toward review and revision of college policies, and recommend processes for policy and procedure development and adoption, as well as review of committee structure and function.

District Governance Issues

A certain ambiguity in governance has grown within the district since the creation of the outreach center in Omak in 1972, which has evolved into the Wenatchee Valley College North campus. The original intent of the outreach center, first named Okanogan County Education Service, was to improve access to higher education for residents of the northern part of the district. This action was taken in response to the Community College Act of 1967, which formally designated Community College District 15 as the counties of Chelan, Douglas and Okanogan. At the time of its establishment, no formal plan was defined for the expected growth of the outreach center or the organizational form it would eventually take.

Over time, the college has expanded the range of programs and services offered. In 1985, property was purchased and a formal campus site was established. New facilities have been constructed, most recently the addition of laboratory classrooms for science instruction. The North campus now serves approximately 20 percent of the college's enrollment (both headcount and FTE).

While some functions and services are centralized at the district level, others are offered through both the Wenatchee and Omak locations. In some cases local changes have been made so that processes at the two sites are not consistent. After many years of operation in this fashion, there is some uncertainty about where responsibility and authority lie. This uncertainty and inconsistency represent barriers to the efficient and effective work of the college.

Table 6.2.—Standing Committees at WVC

Academic Calendar	Faculty Professional Development	Policies and Procedures
Academic Regulations	Graduation	Safety
Advising	Instructional Technology	Scholarship and Financial Aid
Assessment	Legislative	Strategic Planning
Cultural Diversity	Library/Media	Transitions
Curriculum	Marketing and Public Relations	Wellness
Distance Learning		

The State Board does not currently provide a definitive management model for administering two campuses as a single college or for dealing with the needs for outreach centers in rural service areas. Without a clear management model, lines of authority and the distinctions between district and local decision-making have been blurred over time.

Although the college has attempted to delineate various lines of authority specific to particular functions, ambiguity continues to arise and sometimes evolves into conflict. Issues have surfaced recently with regard to oversight of and responsibility for instructional programs, particularly those with external certification or accreditation, and whether the teaching calendar is appropriately determined at the district or campus level. Day-to-day management is complicated by the distance between Wenatchee and Omak (100 miles, approximately two hours of driving time), which makes face-to-face meetings particularly demanding of time and effort.

In addition, both within the college and in the communities served, there are strongly held views about differences in culture between the Omak area, in Okanogan County, and the greater Wenatchee area. While differences in population, demographics and economic conditions are acknowledged, there is disagreement about how and when these factors should affect the level—district or local—at which a decision should be

made. (More detailed demographic information about the college district is presented in Exhibit 6.4.) There is also a perception of unfairness in that not all the programs and services available on the Wenatchee campus are offered at the North campus.

The community and technical college funding system has also contributed to the challenges WVC faces in district governance. Colleges have the mandate to serve all the citizens of their region, but not the funds to establish or operate independently accreditable sites away from the primary campus. It is up to the district to determine the growth and ultimate form of outreach instructional centers unless and until a second college is created, either through legislative action or by recommendation of the State Board. Currently the State Board uses the following criteria for recommending the creation of a new college that can be self-supporting:

- Minimum population base of 50,000+ within a 30-minute commute;
- 2,000 day FTE students within 10 years, given reasonable expectations for facility and enrollment growth funding; and
- Inability of existing colleges to absorb population and student growth projections.

The State Board would not initiate a planning process for the development of a new full-service college campus until the population and student FTE figures began to approach these levels.

Under these criteria, it would be challenging for the Wenatchee campus of Wenatchee Valley College to merit consideration if it were being proposed as a new college campus within the SBCTC system in 2000-01. A full-service college campus in a more rural location, such as Okanogan County, would be even more expensive to operate given that overhead and fixed costs are distributed across a smaller number of students. In the State Board’s analysis, such colleges are not economically feasible without a *critical mass* of students. (6.A.4)

While these parameters make it unlikely that the North campus location will become a full-service college within the foreseeable future, they do not negate the obligation of the college to serve the residents of the entire district. Historically, the participation rate for Okanogan County (the percentage of the adult population enrolled in community college) has been lower than the rest of the district. In fall 1998, the participation rate was 2.14 percent for Okanogan County and 3.43 percent for Chelan County. The statewide rate for the same time period was 4.02 percent.

Various strategies for increasing access and participation are being considered, including shared use of facilities, mobile facilities for technical training and distance learning. The consulting firm MGT of America conducted a comprehensive study of the higher education needs of Okanogan County for the Higher Education Coordinating Board in 1998. This report (Exhibit 6.5) recommends that WVC work in partnership with baccalaureate institutions and K-12 districts to implement these approaches. The study noted that the communities served by the North campus strongly desire a comprehensive community college in their area; many study respondents are concerned about inequity in resources and propose that local access to the full range of college services is the appropriate remedy. The Board of Trustees will address long-term plans for the North campus and service throughout the district in the coming year.

Faculty Role in Governance

Faculty members participate in the governance of the college through several avenues. Formal structures include the college Instruction Council and a broad array of committees dealing with specific topics.

Each of the 12 faculty divisions within the college has an elected chair. The 11 divisions on the Wenatchee campus are organized by department; the North campus division is a geographic one, including all full-time faculty members stationed in Omak.

The primary role of the division chair is to serve as a communications conduit between the instructional administration and the teaching faculty through participation on the Instruction Council. Under the AHE contract, division chairs

Table 6.3.—Division Structure at Wenatchee Valley College

<p>Liberal Arts and Sciences</p> <ul style="list-style-type: none"> • English/Humanities • Fine Arts/Humanities • Math • Physical Education • Science • Social Science <p>Technical/Professional</p> <ul style="list-style-type: none"> • Allied Health and Safety • Business Information Technology/ Computer Technology and Systems • Business and Agriculture • Technical/Industrial <p>Other:</p> <ul style="list-style-type: none"> • Life Skills • North Campus

do not have supervisory responsibilities over faculty members. Five instructional administrators oversee areas of the college and are responsible for supervision, budget planning and administration.

All full-time faculty members are expected to participate actively in college committees, and this

participation is included in the position description for faculty members contained in the negotiated faculty contract. Faculty members are assigned to committees primarily through interest. Currently there is faculty representation on 18 of the college’s committees. (6.A.2, 6.A.3, 6.D; see Exhibit 6.3)

Student Role in Governance

The student body at each campus elects its own student government each year. These representatives and officers set the budgets of campus clubs and approve expenditures. Student officers select representatives to the district councils (Instruction, Administrative Services, Student Services). Student government communicates to the college administration either directly to the college President and Board or through the Dean of Student Programs. (6.A.2, 6.A.3, 6.E)

Classified Staff Role in Governance

The classified staff is represented by the Washington Public Employees Association (WPEA) as a closed-shop union. Collective bargaining under state law establishes committees to which classified staff members are formally assigned; in addition, classified staff participation is welcomed by many other committees. Management and WPEA representatives meet regularly to discuss and resolve issues. The WPEA president

makes a monthly report to the Board of Trustees. (6.A.2, 6.A.3)

Governing Board

Wenatchee Valley College Board of Trustees

The Board of Trustees is comprised of five residents of the community college district. The following paragraphs from the Revised Code of Washington (RCW 28B.50.100) outline the general procedure for selecting Board members.

There is hereby created a board of trustees for each college district as set forth in this chapter. Each board of trustees shall be composed of five trustees, who shall be appointed by the governor for terms commencing October 1st of the year in which appointed. In making such appointments the governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the board of trustees.

Every trustee shall be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

Table 6.4—Board of Trustees of Wenatchee Valley College, 2000-01

Name	Residence	Appointment Dates
Dan Bertrand	East Wenatchee	1977 – 1982; 1996 – 2000
Scott Brundage	Chelan	1992 – 1996; 1996 – 2001
Wendell George	Omak	1992 – 1997; 1997 – 2002
William McDowell	Wenatchee	2000 – 2003
Bertha Manzo Goehner	Wenatchee	2000 – 2004

When there is a vacancy in the Board, the Governor appoints a replacement; the State Senate must confirm nominees. (6.B.1)

Washington state laws and regulations evolving from the originating Community College Act of 1967, RCW 28B.50.140, govern Board responsibilities and duties. The Governor's office has prepared a handbook to guide Board members in their actions. (See Exhibit 6.6.) In addition, the Wenatchee Valley College Board revised its policies in the spring of 2000 to reflect changes in laws and regulations. (6.B.3; see Exhibit 6.1, Policies and Procedures Manual, Section 100.000 - 100.700.)

The Board acts as a committee of the whole (Policy and Procedures Manual 100.250 and 100.400) while delegating to the Chair specific authorities. The Chair signs documents on behalf of the Board, calls special meetings of the Board as required, and represents the college at formal meetings and district functions. The agenda for most Board meetings consists of reports from the various constituencies of the college, including departments (Instruction, Student Services, Administrative Services, Human Resources), the faculty and classified unions, and student government representatives. As necessary, the Board receives counsel from the Assistant Attorney General regarding specific legal issues. The President of the college serves as Secretary to the Board without a vote in its decisions. (6.B.2)

The Board has approval authority over all academic, technical and professional program additions, deletions and significant changes. It authorizes the awarding of degrees, certificates and diplomas. The State Board for Community and Technical Colleges has ultimate authority over all degree and program offerings, and all changes, additions and deletions of instructional programs are reviewed and approved through the State Board office in Olympia. (6.B.5)

In July 1999, the Board revised the Mission and Goals of Wenatchee Valley College. These changes re-focused the college's goals to align with the framework established by the 1997 Strategic Plan. The revision set the stage for the implementation of collegewide assessment

activities beginning in the fall of 1999. The President's Cabinet uses the Mission and Goals to set institutional priorities against which to evaluate budget requests. The development of the Strategic Plan and the Mission and Goals statement is described in Standard One. (6.B.5)

The Board approves the annual budget in June of each year and adopts revisions throughout the year as required by changes in state allocations. Regular financial updates are provided at open Board meetings throughout the year. The budget of the Associated Students is approved, usually in June, at the recommendation of the administration. The Board Chair or designee attends all exit conferences for the biannual audits performed by the State Auditor's Office. The Board receives a copy of the final audit report. (6.B.8; see Standard Seven for further details.)

The Board selects, renews the contract and establishes the salary of the President. Periodically the Board conducts a collegewide evaluation of the President in addition to a Board internal evaluation done annually. (6.B.4)

Prior to the summer of 2000, board self-evaluation has been conducted informally at Board of Trustees retreats through a review of decisions made over the past year and discussion of goals for the coming year. No formal reports of the results of these evaluations have been published. At its August 2000 retreat, the Board discussed the need for a more structured process and confirmed its intention to establish regular evaluations. (6.B.6)

In July 1999, the Board held a work session with the college Accreditation Steering Committee and Dr. Larry Stevens of the Commission on Colleges to review the entire process for institutional accreditation. The Board has received detailed monthly reports on the progress of accreditation document development. As drafts of this self-study document were completed, they were posted on the college's e-mail system and staff Intranet page; both these electronic sources are accessible by Board members. A discussion on the detail needed for Standard Six was held at the winter Board retreat in January of 2000. In June 2000, a work session to review the draft of

Standard Six was held with the Institutional Effectiveness, Planning and Assessment (IEPA) Task Force, the committee charged with preparing a response to that standard. (6.B.9)

Current members of the Board have indicated an awareness of a tendency toward micromanagement in the actions of earlier boards. The Board is exploring implementation of the Policy Governance model developed by John Carver as a framework for clearer delineation of Board and administrative responsibilities.

Some disharmony within the Board has been evident over the last few years. Discussion and votes taken within public meetings indicate disagreement among the trustees on several issues. The most significant issues are the relationship between the college and the Wenatchee Valley College Foundation, and the leadership and direction of the college, particularly with regard to the current and future role of the North campus.

The college is facing significant changes in leadership over the course of the next year. The two newest members of the Board were appointed in February 2000 to fill vacancies. As indicated in Table 6.3 above, two additional Board members' terms will expire in 2000 and 2001.

Leadership and Management

College Administration

The Board delegates to the college President the authority to organize and manage the district, as described in Chapter 200 of the college Policies and Procedures Manual. Since the last accreditation review, changes have been made to create a *flatter* organizational structure. Vice-presidential positions have been eliminated, and all deans and some directors now report directly to the President. (6.B.7; see Appendix 6.1, administrative organizational charts.)

The college currently has an Interim President, Mr. Robert Parlette. Mr. Parlette is an attorney and former WVC Trustee who was appointed in August 2000 following the resignation of Dr. Woody Ahn. Dr. Ahn, who first came to WVC as the Associate Dean of Technical and Applied Sciences in 1988, became Interim Presi-

dent in early 1994 and was confirmed as President in 1995.

The President's full-time responsibility is to the institution. (6.C.1) The structure of the senior management of the college has been unchanged since Dr. Ahn's tenure began. (See Appendix 6.1.) During that time there have been changes in instructional organization and office holders, and in the membership of the President's Cabinet. The structure of Student Support Services, with two deans reporting to the President, is unique within the state and remains from a vice-presidential structure that was eliminated some years ago.

A search process to select a permanent President is being initiated in late August 2000. More information on the conduct of the presidential search will be available at the time of the evaluation team's visit. While several considerations of administrative reorganization have been made over the last year, it is likely that substantive changes will be left to a new President.

Institutional Decision-Making

A President's Cabinet has always been a part of the structure of the decision-making process at Wenatchee Valley College. After some changes in its membership and role over the past several years, the Cabinet is being re-focused as a team of senior administrators whose purpose is to examine institutional issues and make recommendations for decisions. The President's Council, a group composed of all administrators and exempt supervisors, is discontinued. The Council was instituted in early 2000 with the intent of improving communications within the college, but it lacked a clear charge and precipitated some confusion over when an issue was appropriate for Cabinet or Council.

Both Cabinet and Council have historically operated with open agendas defined primarily by the groups' members and a very informal meeting structure. To support the redefined focus of the Cabinet, agendas and minutes are now structured more formally to better reflect the status of decisions made and issues still pending or requiring follow-up.

Within each major administrative unit (Instruction, Administrative Services and Student Support Services), a council provides a communication path to the director, manager and division chair level of college management. Once a month a cross-unit meeting is convened including representatives of other units, where items of interest are discussed in an open and occasionally spirited forum. The Dean of Student Programs and the Student Senate select students for membership on each of the administrative councils for representation of the student body. (6.C.5, 6.C.6; 6.A.3)

Institutional Research

The college is currently re-establishing systematic institutional research efforts. Responsibility for research was assigned to an administrator (the Director of Institutional Effectiveness) when that position was restructured in fall 1998. The director oversees the distribution of research results. To ensure that staffing is sufficient to support effective evaluation and planning processes, a research analyst position was created in 1999-2000. A series of research reports was instituted in spring 2000 and will be issued on a regular basis. Key elements for research were defined based on requests from major areas of the college and models from other institutions. The research office also provides data to individual departments for the *Results* section of their *5-column models*, and to the Public Information Office for use in news releases, newsletters and other publications. In addition, a number of special projects are instigated on request, and reports created for external audiences (e.g., the SBCTC performance reporting system) are also published locally. (6.C.7)

College Climate

In the fall of 1999 the office of Institutional Effectiveness conducted a collegewide climate survey. The survey was administered during the fall inservice day and attained 83 percent participation (surveys were distributed to 196 staff members and completed by 163). The instrument selected for this study was the Personal Assess-

ment of the College Environment (PACE), published by the National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. In addition to the 55 items in the standard survey, 10 customized items were included to speak to institutional goals or key issues that were not represented in the standard survey. Data were tabulated and summarized by the NILIE office, which also provided a detailed analysis of the results by key employee groups (administrative/exempt, faculty and classified staff). This report is available in Exhibit 6.7. A summary was published in the staff newsletter (the *Open Line*), and the full report was discussed in a Cabinet meeting in December 1999.

The survey results were organized into a *priority index* that indicated which aspects of the institutional climate received the highest and lowest satisfaction ratings by college employees. Overall, employees expressed the most satisfaction with the immediate environment in which they work, including how they contribute to the institution's success and the fit between their skills and duties. The survey identified organizational structure and process as areas of least satisfaction. Specific issues included cooperation and communication across areas of the college, and institutional decision-making, particularly with regard to resource allocation. Written comments, provided by 78 percent of the respondents, were consistent with this profile of priorities for change.

The college has responded to these concerns in several ways. The most significant change instituted during the 1999-2000 year has been a complete redesign of the budget development process. The climate survey results reinforced concerns about the budget process that were articulated by many individuals and departments within the college. Changes in the process were designed to make it more open and participatory, and to ensure that the institutional Mission and Goals drive budget decisions. (See Standard Seven for further detail.) The new process was first implemented in the 2000-2001 budget development cycle, and further adjustments are expected before procedures are codified.

The lack of a salary and promotion structure for administrative and exempt staff is another

concern. Coupled with a comparatively low salary level from the top to the bottom, it has been difficult to recruit qualified candidates at any administrative level. It has not been possible to address this situation without a guiding structure and accompanying salary scale, though significant progress has been made in improving the faculty salary scale over the last four years. The Cabinet and President authorized an exempt salary study during the summer of 2000 to draft an organizational level and salary schedule. The contract for this study was awarded to the Human Resources Group of Olympia, Washington, who began the project in August 2000. Based on cost-of-living increases determined by the Legislature, the college anticipates having funds equal to three percent of the total state-funded exempt salaries in fiscal year 2000-2001. These funds will be used to begin placement of positions on the schedule based on the results from this study. This process may take several years to complete. (6.C.8, 6.C.9)

All job descriptions for administrative and exempt positions were reviewed and updated in spring 2000 to ensure that they reflect current responsibilities and duties. Ethical conduct requirements for college administrators, as for all other college employees, are primarily defined by state policies and regulations defined in the state Ethics Code enacted in 1994. A member of the Attorney General's staff conducted a training session for all Wenatchee Valley College employees on the state ethics guidelines in 1998. (6.A.2)

Administrative responsibility and authority is clearly defined in Chapter 200 of the Policies and Procedures Manual. The college's administrative evaluation policy in Section 400 of the manual was written in 1992. This evaluation system was never fully implemented by the previous two presidents, who preferred a less formal, one-on-one approach to administrative evaluation. Options for updating the administrative evaluation system are being researched by the Interim President and will be implemented by October 2000. (6.C.3, 6.C.8)

Institutional Advancement

Advancement activities for WVC involve the college itself, the Wenatchee Valley College Foundation (established in 1973) and the North Campus Foundation, newly founded in January 2000. Grant proposal development and administration is primarily the responsibility of the college. The Director of Institutional Effectiveness oversees grant writing for the college. The responsibilities of this position have evolved since its creation in 1994 as a Director of Resource Development responsible for preparing grant proposals. The number of grants pursued has increased each year, and additional responsibilities have been added; the director is now less directly involved in writing proposals, but continues to ensure that the process is coordinated appropriately with all affected areas of the college. The Fiscal Resources Specialist, who works in both the research and business offices, completed the Grantsmanship Center's training program in 1999 and is now the college's primary writer for institutional proposals. The grants and research staff drafted proposal review procedures in 2000 to improve communication and ensure linkage of external funding support to the college's Mission and Goals. These are awaiting formal adoption. (See Exhibit 6.8, grant proposal review procedures.) More specialized proposals are written by the staff or faculty member primarily responsible for implementation, but are subject to the same institutional review and approval process. (6.C.4)

Fund-raising campaigns, solicitation of donations and alumni relations are the purview of the college's foundations. The Wenatchee Valley College Foundation was formed in 1971 to provide financial and community support to the college's programs. The WVC Foundation Board meets monthly and includes a representative from the Board of Trustees, the college President and the Executive Dean of Instruction. The WVC Foundation's resources are used to supplement the funding of the college to enhance educational programs, make improvements to facilities and equipment, and provide scholarships for deserving students. The Foundation undertook its first capital campaign in 1998, which supported remodeling in Sexton Hall to create a new facility for the

Computer Technology and Systems program.

The North Campus Foundation was established in late 1999 to enhance the educational programs of the college in the Okanogan County area. It will raise funds specifically for building projects, student scholarships, library acquisitions and other activities in support of the North campus. The North Campus Foundation's procedures are currently under development.

Institutional Relations

Institutional relations are under the direction of the Public Information office. The PIO produces or approves all college publications, issues news releases, serves as the contact for media and is the official conduit for the college's communication with the public.

Institutional relations have become increasingly important in the college's ability to meet its Mission and Goals. An increasingly competitive environment and shrinking resources make it even more critical to garner community and legislative support than in the past.

During the 1990s, the Trustees Association for Community and Technical Colleges' Smart Investment Campaign conducted telephone surveys and focus groups on community perception. (See Exhibit 6.10.) The WVC Foundation also conducted surveys and focus groups in the late 1990s in preparation for a capital project fund drive. A common message revealed in these studies is that "the more people know about two-year colleges, the more supportive they are." The reverse is also true: The less they know, the less likely they are to support the programs or have realistic expectations about what the colleges can do. Although Wenatchee Valley college is covered by the local media and advertised in other ways, these studies helped confirm the perception that the community needed to be better informed about the college.

As a result, the college began publishing the newsletter, *Your Community College Outlook*, which is mailed to community leaders and business people twice a year. A speakers bureau was also developed, although it has not been actively

promoted because of a lack of time. The college Web site has been revamped twice in the last year in an effort to stay current, and it is recognized that more attention to the Web site is needed in order to keep this communication tool up to date and effective. A viewbook-poster geared especially for high school students was printed in spring 2000 for distribution during 2000-2001.

Funds for a marketing audit were designated for 2000-2001 to help the college market itself more efficiently and effectively. The desired outcome is an analysis of current activities and procedures and recommendations for improvements in the marketing program, with emphasis on recruitment/promotion activities and customer service areas. Completion of the audit is expected by the end of December.

Affirmative Action and Nondiscrimination

The college's position on affirmative action and nondiscrimination is summarized in a policy statement, most recently updated in September 1999. The statement affirms that all individuals have equal opportunity for employment and/or admissions and that WVC does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era-veteran in accordance with state and federal laws. (See Appendix 6.2, affirmative action and nondiscrimination policy.)

Collective Bargaining

The college has collective bargaining agreements in place with two units: the Association for Higher Education (AHE), an affiliate of the National Education Association, representing the faculty; and the Washington Public Employees Association (WPEA), representing classified employees. Nothing in either bargaining agreement has impeded full participation in the self-study process by bargaining unit members, or has contravened any of the requirements of accreditation. The AHE contract is presented in Exhibit 4.1; the WPEA agreement is in Exhibit 6.9.

Analysis and Appraisal

Governance System

Strengths

- Faculty and staff members participate regularly and enthusiastically in committee work and collegewide efforts such as assessment planning.
- Though conversation is often focused on differences between the two campuses, staff members at both locations were quite consistent in their perceptions of the college environment as assessed by the PACE climate survey conducted in fall 1999.
- Relations between the college district and governing authorities at the state level are strong, and responsibilities are clear and consistent.

Challenges

- The physical distance between the Wenatchee and Omak locations requires particular effort to overcome. Many of the systems and processes in place rely too heavily on a single role (the Dean of the North Campus) to carry the burden of representing North campus issues in district discussions. Travel time and risky driving conditions in winter often make it impractical for staff members from both locations to meet together.
- The informal nature of some communication both within and between campuses has in many cases fostered confusion and inconsistency. This situation has been exacerbated by the college allowing its policies and procedures to fall significantly out of date.
- Ambiguity about responsibility and authority with regard to the two locations has a long history at the college and a significant place in its institutional memory. It is worthwhile to note that similar concerns have arisen during the

administrations of the past three presidents. Informal methods of communication and decision-making at all levels of the college have made it difficult to definitively resolve these problems, as there is no clear process for creating a mandate to move forward in a given direction.

Recommendations

- The Board and the college administration should set in policy the responsibilities and authorities of district-level officers. While some variability in local procedures must be recognized, the curriculum, educational outcomes and staff job responsibilities must be common throughout the district.
- To guide college management, the Board should draft a service plan for District 15 that speaks to the level of service to be provided for all communities within the three-county service area.
- Clear expectations about communication, coordination and authority between locations should be defined in job descriptions and procedure and adhered to consistently. Making positive changes will require substantial effort and time due to the entrenchment of these issues within the college culture.
- Interactive distance communications methods, such as the K-20 network, have to date been almost exclusively utilized for instructional purposes. While teaching needs should rightfully have priority, increased use of these systems for district communications might alleviate some of the barriers presented by distance and time. Expansion of the system for administrative needs, and alternatives such as video transmission using desktop computers, should be explored.

Governing Board

Strengths

- The diversity of backgrounds, experiences and views on the current Board of Trustees ensures that a wide range of constituencies is represented.
- The Board has endorsed a Policy Governance model in an effort to change a Board culture that has tended toward micromanagement.

Challenges

- The diversity of the Board presents challenges in reaching consensus on district issues.
- Board evaluation processes are generally informal and have not been visible or well-understood by the college's constituents.
- The scope of the college's mission as a comprehensive community college makes it challenging to give all the varied roles of the college the attention and importance they deserve.

Recommendations

- The college should engage in a broad and open search for presidential candidates, with desired qualities clearly defined and communicated to the college and the community.
- The Board of Trustees should reinforce its commitment to a model of policy governance suited to the college and consistent with current practice in the SBCTC system and the framework of the accreditation standards. Procedures for orienting new trustees to this model should be adopted.
- The Board should adopt a formal process for self-evaluation.

Leadership and Management

Strengths

- The decision-making process for curricular issues is strong. The Curriculum

Committee is a dedicated group of faculty members who, with the direction of the Executive Dean of Instruction, have instituted and consistently followed high standards of quality. The procedures of the committee are such that issues come to the Instruction Council for a vote only when they have been thoroughly examined and the presentation is complete. This has considerably streamlined the workings of the Instruction Council.

- Intra-departmental communications are solid. Within areas of the college, expectations are clear and work assignments are efficient. Many areas have invested considerable time in cross-training to ensure that multiple individuals within a department are familiar with key functions and procedures.
- The college's renewed commitment and dedication of resources to research is having a positive impact on both the process of decision-making and how decisions are received by the college at large. By defining processes more formally and grounding them in objective information, both qualitative and quantitative, the faculty and staff perceive more fairness in the outcomes and have greater faith in the integrity of the process.
- The college has made a strong commitment to principles of non-discrimination and inclusiveness. The efforts of the Human Resources Director and staff have resulted in a college workforce that more closely reflects the communities being served and have been recognized by a national award from the College and University Personnel Association.

Challenges

- Changes in the role and composition of the President's Cabinet and an informal procedural style of meetings have contributed to a lack of clarity about the group's purpose and the outcomes of its work.

- College decision-making processes are by and large informal in nature. This approach has served the college well in the past, but has not kept pace with WVC's growth and the complexity of issues needing attention. Informal processes also have made it more difficult to resolve conflicts as they arise, sometimes leading to prolonged debate or lingering uncertainty about the status of a pending decision. This informality is fostered in part by the lack of coherent policy documents guiding institutional decisions.

authority to advise, recommend or make decisions. Such a review would improve understanding of how the governance and administrative structures fit together to guide operations at all levels of the college.

Recommendations

- The Board should define clear expectations for the college administration. These should include adherence to a mission and goals-driven model of management using outcomes assessment as the basis for institutional planning and decision-making.
- Administrative evaluation policy and procedures will be revised and a schedule for implementation developed that will result in completed evaluations by Nov. 30, 2000.
- Work should continue in revising and restructuring college policies and procedures. The definitions approved by the Board of Trustees in June 2000 lay a clear framework for consistent distinctions between policy and procedure, and the process by which changes are proposed, discussed and adopted. Responsibility for maintaining up-to-date policies and procedures should be delegated to the appropriate administrators or committees, and a regular schedule of review for bringing forward changes for approval should be defined.
- As part of the policy review process, the college should institute a full systems review. Ideally, the incoming President would lead this process. The scope of this review would include the role and function of committees, including mission statements; how members are determined; how their actions are reported; and their

List of Appendices:

- 6.1 Administrative Organizational Charts, 1995 – 2000
- 6.2 Affirmative Action and Nondiscrimination Policy

List of Exhibits

- 6.1 WVC Policies and Procedures Manual
- 6.2 RCW 28B.50
- 6.3 Committee Memberships, Chairs and Roles
- 6.4 District Demographic Data
- 6.5 MGT Report on Okanogan County Higher Education Needs
- 6.6 Governor’s Board Handbook
- 6.7 PACE Climate Survey Report
- 6.8 Grant Proposal Review Procedure
- 6.9 WPEA-WVC Agreement
- 6.10 Smart Investment Campaign Materials
- 6.11 SBCTC Policies Manual

Standard Six Committees*Leadership Team:*

Institutional Effectiveness, Planning and Assessment (IEPA) Task Force
 Jim Du Bruille—Faculty, Orchard Business Management
 David Lindeblad—Dean, North Campus
 Bill Martin—Dean, Administrative Services
 Bruce Maxwell—Research Analyst
 John Michaelson—Dean, Student Services
 Dr. Susan Murray—Director, Institutional Effectiveness
 Dr. Anne Temte—Executive Dean of Instruction

Review Team:

Brian Johnson—Information Specialist
 Fran Moser—Program Assistant, Financial Aid
 Irmgard Pfaller—Program Assistant, Instruction
 Linda Visser—Faculty, Nursing

Standard Seven: Finance

Overview

Financial planning and management are essential to the success of the college, and Financial Services fills a much broader role than just the administration of budgets and management of funds. This is a pivotal area of the college where communication, service to students, intercollegiate relations and community outreach come together. Besides providing leadership in financial planning and management, Financial Services also plays a key role in monitoring fundraising and development activities to ensure that monies from enterprises, foundations, booster clubs and student activity fees are used properly to enhance the college's Mission and Goals and contribute appropriately to the college's budget. Financial Services also monitors the collection and disbursement of these funds to ensure that they are handled according to state and college regulations as reflected in the college's Policies and Procedures Manual.

Wenatchee Valley College has changed and grown over the last 10 years, making refinements in the financial decision-making processes necessary. These refinements have included a deliberate effort to relate budget allocation to the Mission and Goals of the college. A survey of college employees conducted in September 1999 confirmed dissatisfaction with the college's budget allocation process. Staff members throughout the district expressed a lack of understanding about their involvement with budget development and management, and about the processes in place to support them. Based on this information, and on the desire to tie the budget

more closely to the college's Mission and Goals, the budget process was revised for the 2000-01 academic year. While the goal has always been to make the best possible use of available resources and to focus efforts toward district priorities, the new process is much more inclusive and has greatly increased the level of participation and understanding by the college staff.

Purpose

The Financial Services department plays a critical role in the college's ability to meet all its goals, particularly Goal 10: "Do what is necessary to secure appropriate resources to successfully meet our mission," and Goal 8: "Govern and manage the college district with vision and energy in an efficient and effective manner." Although appropriate collection and use of funds is ultimately the responsibility of the President and the Board of Trustees, it is delegated to the Dean of Administrative Services and the Financial Services staff. As a member of the President's Cabinet, the Dean is expected to share information and expertise with other decision-makers and to provide leadership in financial matters. The organization of the Administrative Services unit provides the necessary support for the dean and the rest of the institution in areas of financial reporting, accounting, budgeting and fund management.

Responsibility for managing resources is delegated throughout the institution, as is the responsibility to participate in planning and assessment activities. The budget development team and the President's Cabinet will evaluate and refine

the new budget process using formal and informal surveys. The expected results are more efficient and effective use of funds and a broader understanding by all staff members of the available resources and the criteria used in making financial decisions. The more open, participatory process should facilitate cooperative and creative planning and management, but it will succeed only with commitment and support from the administration and appropriate participation and input from college staff members (Goal 8).



Description

Financial Planning

Wenatchee Valley College is governed by a number of boards in financial planning and budgetary matters, including the WVC Board of Trustees, the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Worker Retraining Board and so on. Each of these boards was created by the state Legislature, with functions and responsibilities spelled out in the Revised Code of Washington. This environment of multiple governing boards and overlapping jurisdictions gives local college boards, administrations and faculty the opportunity to excel. The community and technical colleges in Washington state have each evolved their own mission and values to serve their communities effectively.

Wenatchee Valley College has been granted appropriate autonomy in financial planning and budgeting matters within overall mandates and priorities. The Washington State Office of Financial Management (OFM) sets the basic principles that guide the college's budget and accounting structure. The budget and fiscal staff of the State Board establish additional criteria and reporting requirements. In addition to OFM, the State Department of General Administration also governs many fiscally related matters such as purchasing, risk management, etc. The State Attorney General's Office and the State Auditor's Office (SAO) issue rules, opinions and procedures that apply to the college. (7.A.1) The college's

primary source of funding is the annual allocation from the State General Fund. The formula that determines this allocation is based on full-time student equivalents (FTEs). Authority to spend from this allocation, or other special funds, is granted to the WVC Board of Trustees by the State Board. (7.A.1, 7.C.3)

Within this larger framework, the college has developed a budget and financial planning process that addresses the goals and outcomes of all functional areas and identifies all available funds. The President's Cabinet develops a budget based on projected state allocations, local revenue and expected grants and contracts. The Board of Trustees reviews and approves the Cabinet's proposed budget. Various department managers, the Financial Services office, the Dean of Administrative Services and the President (who is ultimately responsible to the Board for compliance) monitor the approved budget.

The new financial planning process is strategically guided, emphasizes the institution's overall success as measured by the Mission and Goals, and minimizes the political aspects of budgeting. The old process tended to be reactionary rather than goal-oriented and put more emphasis on short-term goals or response to opportunities. One improvement still needs to be initiated in the process: to include the WVC Foundation Director in the review and revision of the college's Strategic Plan. Including the director would greatly enhance the Foundation's ability to match its funding drives to the college's priorities and financial needs.

The budget development process is continuous. In January of each year, the process is reviewed, a final budget calendar is established, and projections of available funds for the coming year are prepared. In addition, the budget development team compares the current year's budget allocations to actual spending in order to identify areas where allocated funds were either insufficient or excessive. This information is shared with the President's Cabinet so its impact on future funding decisions can be taken into account.

Projections for district budgeting are generally for the coming year only. However, the State

Board requires projection of local funds for the current and ensuing biennium. This exercise produces projections for four years (current plus three) of revenue and fund balance estimates, and is performed biennially. Planning for capital construction is a six-year process. Wenatchee Valley College's proposals are consolidated with those of all other community colleges, prioritized by the State Board and submitted to the Legislature. Equipment acquisition and maintenance are funded through instructional and administrative equipment budgets, each of which has a procedure for planning for expenditures. (7.A.2)

Planning continues with fixed costs and salary and fringe amounts projected for the coming year. The Financial Services staff consolidates the information and prepares a planning packet for each of the administrators. The planning packet contains historical expenditure data, projected salary and wage costs, projected local revenues, and planning forms that tie budget requests to outcomes and the college Mission and Goals. (See Appendix 7.1, budget and planning forms.)

To ensure that the college's financial planning decisions are strategically guided and inclusive, department and unit administrators are responsible for including their staffs in the budget development process as appropriate. However, some staff members have reported that they were not involved in the process this year. Educating the department and unit administrators on methods for including the input of all staff in budget development will be a new component of the planning process for 2001-02.

The operating budget is presented to the Board for approval after it has been prioritized and consolidated. It is also published for all college staff members, and an open meeting is held to discuss the budget and expected outcomes. Once the Board approves the budget, the decision criteria and justification for the final priorities are recorded and made available. (7.A.3. See also Exhibit 7.1, Operating Budget for 2000-01.)

Once approved by the Board of Trustees, the budget is published in the college electronic mail system. Printed copies are sent to all college administrators, leaders of the bargaining units and

anyone else who requests one. (7.A.3)

The budget is modified throughout the year in response to changes in State Board allocations or changes in college programs. Detailed records are kept of the changes, and the Board of Trustees reviews and approves them periodically, as needed. The college Policies and Procedures Manual contains the budget development and budget revision procedures. (7.A.3, 7.B.4. See also Exhibit 6.1, Policies and Procedures Manual.)

Wenatchee Valley College has not issued bonds or carried any debt other than lease purchases in the last 10 years. The Board approves all purchases that require financing and carefully weighs the benefits. Acquisition of facilities or land requires State Board approval and is financed through the State Treasurer. The college acquired land adjacent to the Wenatchee campus in 1992 to be used in future facilities expansion. This property will be fully paid for in 2002; payments for it represent the only long-term debt currently on the books. (7.A.4)

Adequacy of Resources

Financial statements for the last five years demonstrate that the college is financially stable. There is no debt other than the lease purchases, and there are sufficient cash reserves. Even after a major remodeling project funded partially from local accumulated fund balances, the college maintains cash reserves in excess of five percent of the operating budget. (7.B.2, 7.B.3, 7.B.7)

A review of the college operating budget for the last several years shows that the average allocations to various programs are comparable to other small rural Washington community colleges (see Exhibit 7.2). However, the college has initiated several changes to the way funds are distributed that have contributed to more effective use of resources and reduced the number of budget transfers. For example, within the Instruction unit, travel funds and funds for consumable supplies that used to be allocated out in small amounts to individual programs have been pooled. The result has been a much more efficient use of the funds. Another example is the establishment of

a specific budget to replace and upgrade furniture so that it does not have to be factored into each department's budget requests or place an unexpected burden on a department if unforeseen replacement needs arise.

A number of courses, primarily in the technical/professional area, carry a special student fee to help cover the cost of consumable supplies and materials used in student labs. In 1998 a technology fee was approved by a majority vote of the students. This fee has allowed computers and related expenses to be funded separately from and in addition to other instructional equipment. As a result, computers and software in classrooms and the library can be upgraded as needed without having an impact on the college's general operating budgets. (7.B.1)

The college was awarded a Title III grant in 1997-98 to develop distance education and transition programs from basic education to degree-track programs. A number of smaller grants are new to the college. These grants demonstrate the administration's commitment to finding alternate funding sources for new program development to support the Mission and Goals. (7.B.1. See also Appendix 7.2, list of current grants.)

The college seeks partnerships when appropriate. Active partnerships include Washington State University, Central Washington University, Employment Security, Colville Confederated Tribes, Head Start, district K-12 schools and the North Central Washington Skills Center. Records of partnerships and contracts are on file in the Business office. (See Appendix 7.3, representative list of partnerships and contracts.) The college also pursues entrepreneurial enterprises where appropriate to supplement program funding within the framework of the Mission and Goals. Programs employing such entrepreneurship include Tree Fruit, Automotive and Environmental Systems and Refrigeration. (7.B.1, 7.B.5)

Tree Fruit Production operates two orchards that serve as laboratory and demonstration facilities for the program. Students get hands-on experience in all aspects of orchard management from planting trees to harvesting fruit. The fruit is

sold to help cover the costs of land lease and orchard operations. This unique orchard laboratory has gained the college considerable attention from the tree fruit production industry, and has contributed to the college receiving several grants for the Tree Fruit Production program. In 1999 program staff conducted a thorough fiscal study and projection of income and expenses for the orchards. The study helped dispel concerns by faculty members of other programs about the extent to which the orchard is subsidized by general college funding. This study also helped the Tree Fruit program staff set realistic goals for future investments in the orchard and expected returns.

Wenatchee Valley College participates in a broad range of financial aid programs. In addition to federal grant and loan programs, the state of Washington has its own grant program that provides nearly a million dollars a year to needy Washington residents attending the college. Wenatchee Valley College offers work-study employment opportunities on both campuses and in the Wenatchee and Omak communities. The college is unusual in its use of the co-located WorkSource (formerly Employment Security) staff member to make work-study placements, an arrangement that has proven advantageous to students. (7.B.6)

Wenatchee Valley College continues to have a strong scholarship program. Part of the scholarship funding comes from yearly donations from the WVC Foundation. While scholarship support has consistently increased over the past several years, the actual yearly allocation remains uncertain and subject to change, making it difficult to plan. Other scholarships are held directly by the college. College staff members make high school visits and work closely with high school counselors and college faculty members to disseminate scholarship information.

The college received additional FTEs from the state because of an enrollment increase in 1998-99. Local high schools are growing, which should fuel additional Wenatchee Valley College enrollments. Applications for financial aid, which have increased over the past few years, will be useful in projecting how growth at feeder high

schools will affect college enrollment. The financial aid office uses automated packaging and adjusts parameters on test runs to maximize funding for each student within budget constrictions. For more information on financial aid and scholarships, please see Standard Three. (7.B.6)

Over the past several years, the state of Washington has developed new programs to help the unemployed, the working poor, welfare recipients and members of special populations groups attend college. Wenatchee Valley College has taken an active role in developing these programs, and several staff positions are devoted to assisting in these areas and establishing close connections with the community. (7.B.6)

The college is not dependent on auxiliary enterprise income to support educational or general operations. The auxiliary enterprises complement the college programs and enhance the quality of student life, but they do not directly support college operations. Nor do operating revenues support any auxiliary activities. The college bookstore, printing operations, parking facilities and food service are all self-supporting. (7.B.8)

Financial Management

All of the financial functions of Wenatchee Valley College are centralized under one qualified financial officer who reports to the President. The Dean of Administrative Services is responsible for all accounting, payroll, investments, purchasing and facilities management for the district. Each of these functional areas is well-organized and functions effectively, and each is headed by a qualified manager who reports to the Dean of Administrative Services on a regular basis. The Dean of Administrative Services reports to the Board of Trustees at least quarterly. (7.C.1, 7.C.2)

The organization and management structure form a basis for sound decision-making by ensuring the integrity of financial information and by open discussion of plans and priorities. The area managers meet with the dean each week to review current activities and issues. The dean meets with other key administrators every week

to discuss current issues with other departments.

Controller and budget functions are assigned to the Accounting Director. The director is responsible for the integrity of the college's finances and supervises a staff of professional and technical employees who carry out business office functions according to generally accepted accounting principles. (7.C.5)

The college follows strict internal control guidelines as recommended by OFM in the State Administrative and Accounting Manual (SAAM). The college is managed in such a way that there is sufficient oversight and separation of duties to ensure the safekeeping of assets. Within Financial Services, individual employees are expected to understand their roles in maintaining internal controls. Significant cross-training is essential to ensure that internal controls are understood for all positions and that work is completed in a timely manner. These practices help ensure the integrity of records and the speed and accuracy of customer service. At the North campus, the limited number of staff members makes cross-training more difficult, but staff members from the Wenatchee campus can provide additional help when needed. Staffing on both campuses is generally adequate, but during peak periods the absence of any staff member is keenly felt.

The college uses an integrated accounting system developed specifically for the community and technical colleges of Washington state. The system was designed according to generally accepted accounting principles and is regularly reviewed by financial officers of colleges across the state. The system is revised as needed to comply with changes to coding or reporting requirements dictated by the state. The OFM and the SAO are consulted on any changes. State auditors have oversight responsibility through the audits performed on individual districts, the Center for Information Services (which designs and maintains the common systems) and the State Board. The financial management system is complex and requires local maintenance of the chart of accounts and several control tables. But the system is also flexible enough to allow colleges to customize reports and processes to a certain extent.

Wenatchee Valley College manages its cash in a conservative manner, focusing more on safety and accessibility of funds than on growth. These guidelines were established by the Dean of Administrative Services quite some time ago, and the college has seen no need to change them. The tools used to estimate available cash are more sophisticated and accurate now, and reporting is much quicker, but the principles remain the same. Sufficient cash is held in a local checking account to cover immediate obligations, and the rest is invested in repurchase agreements or certificates of deposit. CDs are spread over several local banks to minimize risk and avoid the perception of favoritism. (7.B.7, 7.C.4)

Cash is recovered from the State Treasurer and the Department of Education promptly, according to established procedure. Accounts receivable are monitored and collected in a timely manner. Accounts payable are managed to take full advantage of discounts.

Expenditures and income are projected in the budgeting process. They are monitored throughout the year by the departmental budget managers and by various Financial Services staff members. Because the budget status report is published weekly on the college electronic mail system, managers have access to current expenditure information. Revenues and other sources of income are reported to administrators less frequently (monthly), but up-to-the-minute status is available through online inquiry. The accountants and the budget analyst review revenues periodically as part of their regular tasks and also in response to any unusual activity. They take steps to ensure that supplanting is not occurring and that mandated restrictions on the use of funds are followed.

Adjustments to the budget in response to changes in income or program expenditures can be made with the approval of the budget manager, the Dean of Administrative Services and the President. Changes within budgets without a net increase or decrease require the approval of the appropriate budget manager; the Accounting Director must also approve if salaries are involved. The Board of Trustees approves material adjustments. Wenatchee Valley College has been

audited by the State Auditor's Office annually since it became a community college. Last year, in light of the college's excellent record of clean audits, attention to risk factors and the fact that total expenditures are not material compared to the state as a whole, the SAO decided that the audit would be performed every other year starting with fiscal year 2000. This decision reflects very well on the college. (7.C.9)

In addition to SAO review, the college is audited for compliance by the federal government every three years. The Department of Education contracts with an independent CPA firm to perform these audits, which cover all aspects of financial aid and are made available to government agencies. Wenatchee Valley College's federal audits have been clean for the last 10 years. While there have been some corrections and suggestions, there have been no findings. (7.C.10)

The college reviews its own internal controls annually. The Dean of Administrative Services conducts a risk assessment that requires each functional area to address its operations and focus on areas of risk. This has been effective in maintaining sufficient internal controls and in improving controls in areas where operations have changed. The review process is formal and often leads to informal, detailed audits of areas where weaknesses are discovered. The SAO team develops its plans using the risk assessment documents. (7.C.11)

Recommendations made by auditors are discussed at the exit conference. The college President, the Dean of Administrative Services and a member of the Board are present at the conference. The recommendations and actions taken to address them are reviewed at the opening of the next audit. (7.C.12) Audit reports are a matter of public record and are available for review in the Business office of the college. (7.C.13. See also Exhibit 7.3, recent state audits.)

Fundraising and Development

Fundraising efforts at Wenatchee Valley College vary in their adherence to and coordination with the college Mission and Goals, depending on the point of origin within the institution. Some fundraising activities relate clearly to the Mission and Goals and are formally integrated by their nature. Examples include fundraising by student clubs and instruction-related activities. Guidelines reflected in the Policies and Procedures Manual delineate the collection and disbursement of these funds and are consistent with state and college regulations. (7.D.1. See also Exhibit 6.1, Policies and Procedures Manual.)

Administration of endowment funds is tightly controlled. Both the college and the foundations oversee endowment funds in their respective portfolios. College funds are subject to annual review by the SAO, which helps to ensure that state and college policies are followed. (7.D.2)

Wenatchee Valley College has received financial support through the WVC Foundation since 1971. Most of the members of the foundation board are residents of the Wenatchee Valley, but projects supported through the foundation have benefited both campuses. In 1999 community members in Okanogan County determined that it would better serve the North campus if a separate foundation were formed to target residents of Okanogan County in efforts that would benefit the North campus exclusively. The discussion of the role of the foundation will be separated for the two campuses since the approach to management is somewhat different.

Foundation–Wenatchee Campus

Fundraising efforts by the WVC Foundation are not formally coordinated with the college structure, and therefore are not necessarily tied directly to the college Mission and Goals. However, the college President and various college staff members regularly attend Foundation Board meetings to discuss the college's goals and needs. In addition, the Foundation Director shares information about foundation activities with the Board of Trustees at its regular monthly meetings.

Wenatchee Valley College and the WVC Foundation define their relationship through formal policy in accordance with state regulations. College policy designates the WVC Foundation, a separate, nonprofit corporation, as the fundraising arm of the college. The relationship is further defined in a quid pro quo agreement between the Board of Trustees of the college and the Board of Directors of the foundation; a member of the Board of Trustees is designated as a liaison to the foundation. The mission of the WVC Foundation is “to support and enhance Wenatchee Valley College through the gifting of assets, time and talent.” As mentioned above, including the Foundation Director as an integral member of the college's Strategic Planning team could significantly enhance the coordination of effort between the college and the foundation. (7.D.3. See also Exhibit 6.1, Policies and Procedures Manual.)

The WVC Foundation has 501(c)(3) status. The Foundation Board consists of 25 community volunteers. The foundation's executive team includes the Foundation Board president, vice president and secretary/treasurer, two ad-hoc members (one of which is the past president) and the Wenatchee Valley College President (non-voting). There are six standing subcommittees. Additional committees are formed ad hoc as the need arises. The foundation employs an Executive Director and an assistant on a full-time basis, and a part-time bookkeeper. The Executive Director reports directly to the Foundation Board. All staff members are paid by the foundation. (See Exhibit 7.4, WVC Foundation bylaws.)

The foundation raises funds through annual gifts, direct solicitation, events, small grants, endowments and memorials. The foundation's funds are pooled and professionally managed. These funds are used for scholarships, instructional equipment, support of college programs (such as Tree Fruit Production), staff recognition, faculty awards, faculty professional development, college remodel projects and new construction.

Throughout the academic year, the Foundation Board administers the distribution of funds using an accounting/finance software program designed for nonprofit organizations. Details of reporting and accountability measures can be found in the

bylaws (see Exhibit 7.4). The foundation holds an annual retreat to review progress toward the accomplishment of existing goals and develop new goals. Goals are periodically reviewed at Board meetings throughout the year. (7.D.2, 7.D.3)

Foundation—North Campus

The articles of incorporation for the WVC North Campus Foundation were filed with the Secretary of State in late December 1999. Bylaws were adopted in January 2000. (See Exhibit 7.5, WVC North Campus Foundation bylaws.)

Once all positions have been filled, the Board of Directors will consist of not fewer than 10 or more than 20 voting members, each serving a three-year term. The current Dean of the North Campus (a college employee who reports to the President) also serves as Foundation Director.

The North Campus Foundation follows all college policies and procedures related to fundraising. The North Campus Foundation will raise funds specifically for building projects, student scholarships, library acquisitions and other related activities based at the North campus. Policies and procedures for administration of funds and record keeping are still being developed. All foundation records will be audited annually by an independent auditor. Assessment of effectiveness and procedures for modification of goals, plans, etc., are still being developed. This foundation has not yet defined a link to the college's Mission and Goals. (7.D.2, 7.D.3)

Athletics—Wenatchee Campus

The Athletic Booster Club, which is completely independent of the college, raises money to improve athletic facilities on the Wenatchee campus, where all intercollegiate teams are based. Recent acquisitions include equipment for the fitness lab and the free weight rooms, and funding for the new outdoor athletic complex that consists of a baseball stadium, softball field and soccer fields. Funds for the Booster Club come from private donors, service clubs, community service projects, grants and corporate sponsorship programs. Some of the funds for special athletics

projects are being channeled through the WVC Foundation. Examples include contributions for the soccer, softball and baseball fields; contributions for field lighting; and building of concessions stands, restrooms, clubhouse and storage facilities for both the men's baseball and women's softball programs.

The Booster Club has on occasion decided on its own projects and pursued financial support without first consulting the college's Plant Operations Manager and Administrative Services Director. This has resulted in the Booster Club having somewhat unrealistic expectations of the college's ability to participate in targeted projects. No formal written agreement currently exists to define and direct the activities of the Booster Club and ensure that the activities tie to the Mission and Goals of the college, the direction of the foundation, and the requirements of state regulations. This type of partnership agreement would foster more efficient and effective fundraising for the college, the foundation and the Booster Club.

The intercollegiate sports programs also benefit from Student Activity funds awarded to athletics. The funds help support scholarships, uniforms, equipment, student travel and lodging.

Analysis and Appraisal

Financial Planning

Strengths

- The WVC President's Cabinet has adopted a budget process that more clearly delineates procedures for allocating resources based on mission and goals.
- The Cabinet's annual institutional priorities guide funding decisions. The process was designed to respond to the need for objective budget development with improved participation.

Challenges

- The unforeseen challenges inherent in any new process will undoubtedly surface with

the new budget development process and will need to be addressed expediently.

- Not all college employees understand how they may participate in the budget development process.
- The college has not clearly defined the degree of involvement the foundation directors should have in the financial planning process.

Recommendations

- The college should follow through with implementation, assessment and refinement of the new budget development process in a timely manner.
- The budget development staff needs to be certain that department and unit administrators are including all college employees in the planning process.
- A written agreement needs to be developed to define the involvement of the Foundation Director in the college's financial planning process.

Adequacy of Resources

Strengths

- The college's debt is minimal.
- The college has sufficient cash reserves.
- Partnerships and entrepreneurial enterprises enhance the college's general budgets.
- The college has a strong scholarship program.

Challenges

- Planning for scholarships is difficult because the college is unable to accurately estimate the annual fluctuation of available scholarship funds.

Recommendations

- The Financial Services Department should research options to determine if there are established methods of anticipating annual scholarship funds and investigate the viability of applying them to Wenatchee Valley College.

Financial Management

Strengths

- There is a history of clean audits, no use of debt and a commitment to providing excellent service to staff and students.
- The Financial Services department responds quickly to changes in state requirements and the technological environment.
- The Financial Services department maintains an excellent reputation for timely reimbursements and payments.

Challenges

- Department managers with responsibility for budget management find the standard financial and budget reports difficult to understand.
- Timely budget status information is not available in an accessible, readable format.
- The monthly reports are not distributed to managers until the middle of the following month.
- Cross-training efforts for the North campus staff have been inadequate.
- Timely reimbursements and payments to the North campus are difficult because of cumbersome delivery services and the distance between the campuses.

Recommendations

- The college should employ new software tools to simplify budget-status reporting and provide timely information.
- The college should offer training for managers and support staff on how to read the reports and use the information effectively.
- The college should simplify and clarify the various forms used for budget development and adjustments.
- The college should automate the budget approval process as much as possible.
- The college should determine the need for cross-training Financial Services staff at the North campus and increase the

frequency of cross-training opportunities as needed.

- The college should investigate alternative methods of delivering reimbursements and payments to the North campus.

Fundraising and Development

Strengths

- The college is strengthened by the common objective of seeking alternative sources of funds and by the commitment of all those who are involved. Without these efforts, many valuable projects and endeavors would go unfunded, and service to students and the community would be compromised.
- Historically, the efforts of the WVC Foundation have enhanced the college facilities and offerings. Because state funding is limited, both the North Campus and Wenatchee foundations will continue to be important in supporting future objectives and projects.

Challenges

- More effort will be required to coordinate fundraising within the formal structure of the institution.
- There are no formal mechanisms in place to ensure that the WVC Foundation's objectives support the college's Mission and Goals and Strategic Plan.
- Booster Club fundraising activities are not always appropriately coordinated with the college's Mission and Goals.
- Booster Club fundraising plans and activities need to be shared with the Institutional Effectiveness, Planning and Assessment task force.
- With the advent of the North Campus Foundation, there is a need to ensure coordination between the college's two foundations so their activities will maximally benefit the entire college district.

Recommendations

- The college should identify needs and establish priorities through objective assessments and long-range planning, and then direct fundraising efforts toward these priorities.
- The college should ensure that all fundraising efforts are coordinated to support the Mission and Goals.
- The foundations' objectives should complement those of the college, and the college should involve the Wenatchee and North campus foundations in a cooperative, open manner to work toward this end.
- The Foundation Director (Wenatchee campus) should participate in the review and revision of the Strategic Plan.
- The college should establish and publicize clear policies and procedures for fundraising.
- The relationship between the college and the Athletic Booster Club should be defined and formalized.
- The college should clearly define responsibility for implementation of these recommendations.
- The foundations should work together to support the college district. This would also allow the new foundation to benefit from the experience of the existing foundation.

List of Appendices

- 7.1 Budget and Planning Forms
- 7.2 Current Grants to WVC
- 7.3 Representative List of Partnerships and Contracts
- 7.4 Table #1, Current Funds Revenues
- 7.5 Table #2, Current Funds Expenditures and Transfers
- 7.6 Table #3, Summary Report of Revenues and Expenditures
- 7.7 Table #4, Sources of Financial Aid
- 7.8 Table #9, Operating Gifts and Endowments
- 7.9 Table #10, Capital Investments

List of Exhibits

- 7.1 2000 - 2001 Operating Budget
- 7.2 Allocation Comparisons to Similar Colleges
- 7.3 WVC Audit Reports
- 7.4 Wenatchee Valley College Foundation Bylaws
- 7.5 North Campus Foundation Bylaws

Standard Seven Committees*Leadership Team:*

Michael Choman, Chair—Faculty, Accounting/Business Administration
Suzie Benson—Director, Fiscal Services
Evelyn Morgan-Rallios—Administrative Assistant, North Campus
Dr. Lee Shelley—Director, Financial Aid
Kristina Stepper—Fiscal Resources Specialist

Review Team:

Vonda Dorner—Administrative Assistant, Instruction
Ross Hay—Computer Support Technician
Wanda Rasmussen—Fiscal Technician
Jennifer Short—Office Assistant, North Campus

Standard 8: Physical Resources

Overview

Wenatchee Valley College is one of the older community colleges in the state. Originally funded by the voters of Wenatchee School District, the majority of its facilities date from the 1950s and 1960s. Until this year's addition of a science building at the North campus and a bookstore addition as part of a Van Tassell Center remodel in 1998, there have been no college-owned new or replacement facilities since 1988. The challenge for the staff and budget is to create learning and working environments in spaces that were never designed for their current uses and functions. The college has achieved and maintained physical resources sufficient to meet its educational mission and goals through the creative use of gifts from the community (via the WVC Foundation) as well as the maintenance and repair monies allocated by the state. The college has used foundation funds for special upgrades to facilities and equipment for instruction in the technologies. Special allocations have been dedicated to keeping the aging plant on both campuses adequate to meet the needs of an increasing student and staff population. The infrastructure of the campuses is also aging, requiring careful and creative use of the maintenance budget. Despite these challenges, the grounds, classrooms and offices are kept in a high-quality condition for the safe and effective conduct of instruction and college business. College staff members and outside consultants regularly assess the condition of facilities and advise the college administration about the best use of the district's limited budget for physical resources.

Purpose

Goal 9 of the 1999 Mission and Goals statement specifically commits WVC to "provide for and maintain facilities with appropriate equipment, materials and administrative support services." To meet this goal, the college's Plant Services, Technology and Administrative Services departments coordinate the acquisition, operation and maintenance of the facilities, equipment and infrastructure required to support instructional and student services throughout the district. These departments have worked within a limited budget to provide a quality physical environment for the teaching/learning process. Most of the funding is allocated by the State Board for Community and Technical Colleges (SBCTC) and the district outcomes-based assessment model. Partnerships with the college's foundations have brought in additional support to enhance facilities and grounds beyond what is supported by the state.

The general outcomes of the Plant Services, Technology and Administrative Services units include safe, effective and sufficient facilities so that the instructional, student services and management units of the college can fulfill the college's Mission and Goals. Plant Operation and Services is responsible for buildings and grounds maintenance for all district-owned facilities. The Director of Plant Services is also responsible for capital projects planning and implementation. Thirteen full-time custodial and maintenance personnel, along with the director and office coordinator, oversee and maintain the 52 acres of property and 14 buildings at the Wenatchee

campus and the 1.5 acres of land and four buildings at the North campus, as well as two leased facilities. The Technology group maintains telephones, desktop computer resources, and the network hardware and infrastructure critical to today’s educational and business environment. These systems are described in Standard Five.



Description

District Facilities

District facilities have increased in quality, quantity and capabilities and are sufficient to achieve WVC’s Mission and Goals. (8.A.1) However, the specific objectives are constantly shifting as instructional needs change and create new pressures for additional classrooms and specialized facilities. Instructional and faculty office space is assigned by the Instruction office based on the space requirements and specialized needs of the program or staff member and their functions. Administrative offices and operations are housed in Wells Hall on the Wenatchee campus and in the Administration Building at the North campus. Both areas have undergone remodeling in the last 10 years and are sufficient for traditional community college programs. (8.A.2) The recent advent of welfare replacement workforce training has impacted both office and classroom needs. The college staff has modified former restroom and custodial storage areas as a temporary space solution. Unfortunately, this has reduced supply and equipment storage for maintenance across the district. Leased space off campus is being sought to better serve some elements of this program. District and state personnel review off-campus facilities during the lease negotiation process to ensure facilities are adequate for the usage. (8.A.7)

In 1999 the SBCTC mandated a statewide survey of college facilities. This review identified deficiencies in the inventory of college facilities, estimated the cost to correct those deficiencies and prioritized those repairs. The review of Wenatchee’s facilities identified over \$1.3 million in repairs needed due to age and wear in the

roofing, lighting, HVAC and electrical systems. Two buildings, Wells Hall and Anderson Hall, were recommended for replacement rather than renovation under state funding. (See Appendix 8.1, State Board facilities review for WVC.)

The college has established a Facilities Committee made up of faculty members, classified staff members and administrators to review current use of facilities and recommend changes based on need. With the current legislative direction of “no new bricks and mortar,” Wenatchee Valley College is striving to utilize existing space in the most efficient manner.

State funding for facilities is based on a complex model based on classroom use during the day on the main campus. This formula does not make provisions for branch sites, which must be funded solely by the college. This model is currently being reevaluated by the State Board and WACTC (the state community college presidents’ commission).

Wenatchee Campus

A local philanthropist, A.Z. Wells, donated the Wenatchee campus property to the college in 1949. The history of the campus’s major buildings follows:

Table 8.1—Wenatchee Campus Construction

Year	Facilities
1951	Wells Hall, Batjer Hall, Maintenance Building, central heating/cooling plant constructed
1962	Smith Gym, Anderson Hall, Van Tassell Center constructed
1966	Sexton Hall, Refrigeration building constructed
1972	Brown Library constructed
1973	Batjer Hall addition completed
1988	Eller-Fox Science Center constructed
1989	Smith Gym addition completed (fitness center, weight room, racquetball court)

Over the last 10 years several changes to the campus have taken place. A vocational shop addition to Batjer Hall was completed during the 1991-93 biennium, and a state-funded project to upgrade the HVAC system was completed during the 1995-97 biennium. Washington Higher Education Telecommunication System (WHETS) facilities, a softball/baseball complex and soccer field have also been added in the last 10 years through a combination of state and local resources. Furthermore, in 1999 a major remodel and addition to Van Tassell Center enlarged the student center and moved the bookstore out of a temporary 30-year-old structure into a new facility. Sexton Hall was remodeled during the summer of 1999; the area now houses the new Computer Technology Systems program. This project was jointly funded by the state and the WVC Foundation. The fine arts program was displaced to temporary space by this remodeling project. The college is actively planning new space for studios and other instructional space for art. (See Exhibit 8.1, WVC Master Plan documentation.)

Additional classroom space for Continuing Education has been leased in a former military reserve building next to the Wenatchee campus. In the spring of 2000, the college began discussions with the Port of Chelan County about moving some WVC technology instruction programs to a port-owned building four miles north of the Wenatchee campus. A new regional technology education center is being planned for 2001 by the port, the local educational service district and the Chelan County Public Utility District on contiguous port property. WVC is considering moving several allied health programs and Continuing Education to this center. It offers several partnerships with community organizations that would be beneficial to all involved.

North Campus

The North campus occupies half a city block, approximately 1.5 acres, one block west of Omak's Main Street. WVC began offering classes in leased facilities in the early 1970s. In the late 1970s, the college began leasing an abandoned parochial school, eventually purchasing

it in 1985. The facility has undergone several remodeling projects. The Hall of Friendship classroom building was completed in 1985. Parking facilities, classroom additions and the library annex were added in 1988. A significant remodel of the administration building and student center was completed in 1997. Today, the North campus consists of five general-purpose classrooms, two computer labs, a K-20 classroom, parking for 101 cars on campus and 46 more a block away in a newly acquired lot, a small library facility, and faculty, administrative and student services offices.

Table 8.2—North Campus

Administration Bldg.	5,600	3,535	1,960
Classroom Bldg.	5,600	4,199	1,960
Friendship Hall	7,131	4,754	1,985
Science Bldg.	3,238	3,066	2,000
Okanogan Armory*	15,600	14,417	---

Until fall 2000, when a new science lab opens, WVC lab classes have been offered at a local high school. (8.A.6) In Okanogan, six miles to the south, the college has recently leased the unused state armory and surrounding land for classroom space. Part of this facility is currently being used for ABE/ESL classes, health care programs and other generally scheduled classes. It should be noted that the armory is located on the Colville Indian Reservation and that various joint-use programs and projects may be possible here. With the latest additions, the facilities used by the North campus are sufficient to support the level of program for a college outreach site. (8.A.6) Through a cooperative agreement with the Colville Confederated Tribes, two classrooms, an office and a computer lab are available for WVC use in Nespelem. The Nespelem facility is in the Tribes' new Human Resource and Development building; it was first occupied in November 1999, and current usage patterns are still being developed.

*Leased, not owned.

Lake Chelan Center

The college established a presence in the community of Chelan, 35 miles north of Wenatchee, as part of a Title III grant (see Standard Two for a description of grant-funded activities). Two classrooms and an office in leased space provide an instructional location, including computer-based classes and video teleconferencing with classes in Omak and Wenatchee. Fall 2000 is the first quarter for classes offered at this location.

Additional Facilities

The district rents additional facilities as needed to deliver instruction to the best location in each community. Schools, churches, correctional facilities and senior centers from Oroville to Mattawa have all been used as WVC classroom spaces. The judgment as to the adequacy of these spaces has been left to the requesting administrator. (8.A.6)

Wenatchee Valley Higher Education Center (proposed)

WVC has provided Washington State University and Central Washington University with classroom and office space on the Wenatchee campus for several years so they can offer educational services to area residents seeking baccalaureate degrees. The Washington Legislature has recognized the need to assist place-bound students in achieving educational goals beyond the associate degree. Wenatchee has been designated as one of the locations for a *Two Plus Two* facility. In March 2000, representatives from WSU, CWU and Eastern Washington University met with WVC administrators and expressed a strong commitment to participating in a proposed Wenatchee Valley Higher Education Center. The University of Washington and Western Washington University have also expressed interest.

A request for pre-planning funding has been submitted to the state to further develop the relationships between WVC and the four-year institutions. This grant will provide a solid base of operations and allow the institutions to explore the possibilities of *joint-acceptance* student applications, multimodal instruction delivery

methods and combined student services functions. This planning and development phase will ensure the success of the final program for the residents of North Central Washington.

Health, Safety and Access

Maintaining a safe and healthy physical environment and ensuring access for the disabled are of primary importance. Significant improvements have been made over the past 10 years, evidenced by a reduction in physical barriers, a declining number of accidents, and an increased awareness and commitment to environmental protection. (8.A.5)

The college's accident prevention program requires monthly safety meetings. The college Safety Committee is made up of three classified staff members, three faculty members and one administrator, who are voting members, plus a secretary and safety officer, who are nonvoting members. The following are recent accomplishments:

- Installed stop signs on all egresses from Wenatchee campus parking lots.
- Updated and published the district Safety Manual.
- Conducted a campus lighting survey that indicated areas not up to code.
- Authored a hazardous materials right-to-know manual and provided training.
- Installed body fluid cleanup kits and first aid kits in all sections of all buildings.
- Replaced worn ladders.
- Purchased an exhaust fan for use in confined spaces.
- Installed two emergency phones, independent of the college's PBX, for access to help when all phone switch trunk lines are busy or the switch has failed.
- Purchased fall-restraint equipment and trained staff in its use.
- Planned yearly safety training in CPR, first aid and fire extinguisher usage.

(See Exhibit 8.2, WVC Safety Manual.)

The SBCTC conducts a facilities condition survey as part of its capital funding process. Part

of this review considers security and ADA (Americans with Disabilities Act) access needs. In addition, annual state allocations are earmarked for ADA compliance upgrades. The college's accessibility on both campus locations has improved as buildings have been constructed or remodeled. Overall, the exterior accessibility route through the campus is very good and gives convenient access to parking. The most recent buildings, additions and remodels meet current accessibility standards. Although some of the older buildings have been modified to be more *user-friendly*, they still fall short of today's accessibility standards. (See page 38, Tab 5 of Master Plan; ADA checklist in Tab 7 for backup.) Any new building project, remodel or addition is required to meet current access requirements. Leased space is checked for accessibility before a contract is let. (8.A.5, 8.C.3)

Wenatchee Valley College staff members proposed and implemented a *Violence in the Workplace* policy in 1996, and there are ongoing workshops for all staff and faculty members concerning this issue. During times of peak stress and movement of cash on campus, WVC brings in outside security patrols. The college also contracts with a local merchant patrol company to provide patrol services to the Wenatchee campus five nights per week. (See Appendix 8.2, violence in the workplace policy.)

The college has developed policies to regulate the purchase, use, storage and disposal of hazardous chemicals and waste. In the past 10 years, the college has reduced the inventory and quantity of chemicals used, and nonhazardous materials have replaced the many older hazardous chemicals. Each department is responsible for tracking its own waste. Those departments include Art, Chemistry, Biology, Allied Health, Medical Laboratory Technology, Refrigeration Technology, Automotive Technology, Facilities and Operations, and the Service Center. The Plant and Operations department is responsible for disposal of all hazardous waste and chemicals. All tracking files and other documentation are kept in the Facilities and Operations department. Extensive Material Safety Data Sheet files are kept in each department and are readily available to staff members. A

recent audit by the Washington State Department of Ecology found the college's performance and handling of hazardous materials to be satisfactory. (8.B.3) The college recognizes that maintaining the proper use and disposal of hazardous materials requires continuing efforts and ongoing training of the faculty and staff, utilization of the latest processes and equipment, and regular review of programs and policies.

Safety and security on campus has been an item with low visibility as an institutional goal. No major issues have arisen in several years. The district Safety Committee receives suggestions from students and staff members and reviews accident reports. Recommendations to correct problems identified by the committee or staff members are forwarded to the college Cabinet and President. Personal security on campus for students and staff is a concern of the college, but because there have not been any pattern of assaults on persons, the level of the priority for this has been low. Security of property is also a common campus concern, and again, there has been comparatively little history of problems on either campus. Current recommendations to the President's Cabinet include a systematic replacement of the card-lock system on both campuses to allow for the quick disabling of access to buildings if an access key is lost. The exterior lighting on the Wenatchee campus is far below current standards. At the request of the Safety Committee and several staff members, an analysis was done by a professional lighting engineer. The cost to upgrade the system was \$700,000 more than the funding available. The Plant Services Director is currently working on an alternative funding proposal. The committee has also asked for an analysis of emergency telephone installation in parking lots and outside buildings to improve personal security. Several colleges have installed *blue light* security phones, but the majority of them also have on-campus security officers to staff the call center. Wenatchee is discussing options available with the local 911 center.

Furnishings and Equipment

All college equipment and furnishings are received and inventoried by the Administrative Services department using both a state and a college database. Annual internal and external audits of equipment location and condition are conducted. Equipment inventory is divided into three groups: instructional, operational and computers. Instructional equipment is that which relates specifically to the delivery of curriculum: maps, microscopes, engine analyzers, simulators, fruit packing lines, basketballs, etc. Operational equipment includes trucks, floor cleaners, cash registers, telephones, printers, refrigerator, printing presses, fax machines and computer network components. Computers are classified as instructional or administrative according to use and funding source. The college deals with each of these groups in different ways. (8.B.2)

When a WVC class is offered at a non-college-owned site off campus, the facility owner usually provides basic furniture and equipment. If there are significant instructional equipment needs, WVC moves that equipment to the off-site location for the duration of the class. The WVC North campus chemistry at the high school was an exception; the instructor routinely moved equipment and teaching materials in and out of the high school lab. This is no longer the case with the opening of the North campus science lab in fall 2000. The North campus has also placed file cabinets, tables and chairs in various off-campus classrooms when there is a long-term lease or similar arrangement with the facility.

Furniture for new buildings or new staff positions is usually funded by a college budget allocation for the new position or by the capital budget for new classrooms. Furniture replacements, on the other hand, have long been ignored in college processes. A new allocation in the 2000-2001 budget established a \$20,000 fund for classroom and office furniture replacements. An annual evaluative inventory of furnishing will be conducted by the facilities staff to develop a priority list for replacement. The President's Cabinet committed to continue this budget item as

an ongoing procedure for upgrading furnishings that in many cases date back to the 1950s. (8.A.3)

The college budget allocation for instructional equipment maintains, upgrades and adds instructional equipment items. A committee composed of faculty members and instructional administrators annually evaluates requests from departments and programs for funds from this allocation. This budget has not been adequate to meet the needs of the instructional program, especially when equipment maintenance costs consume a majority of the allocation. In the past, instructional computing consumed a sizeable portion of these funds, but in 1998 a student body vote approved a technology fee to maintain and enhance the technology in the classrooms and the labs. This new fee has removed a major block from the annual instructional equipment funding process. Administrative equipment maintenance, upgrades and replacements are separately funded in each department's annual budget. In 1997 an annual budget allocation was instituted to provide for the replacement of faculty and staff desktop computer systems. This allows for a replacement cycle of 3.5 to 4 years on office systems. (8.B.1)

Management, Maintenance and Operation

The management, maintenance and operation of college facilities meet the basic level of staffing for safety and quality necessary to support the college's educational programs and support services. Providing this environment is of critical importance to the campus community as reflected in the Mission and Goals statement. As part of Administrative Services, Plant Services has several years of annual goal-setting and appraisal in its management model. The unit was easily able to implement the *5-column assessment model* in the fall of 1999 into its planning and evaluation activities. All plant staff members participate in setting the goals in the spring and summer and assessing the outcomes in the winter and spring in preparation for budget development for the next year. (8.A.4)

The facilities staff is efficiently staffed and functions effectively in most areas, despite

seasonal-work overloads in some specialties. The staff includes the following:

- Control Technician
- Carpenter
- Electrician
- Grounds Crew
 - One full-time Utility Worker
 - Part-time Lawn Mower (employed between April and October)
- Mechanic II
- Maintenance-Custodial Supervisor
- Custodians (five)
- Maintenance Custodian
- Plant Communications Coordinator
- Maintenance-Custodian Supervisor (North campus)
- Director of Plant Services

Most functions are adequately staffed, with two notable exceptions: custodial service and grounds. Currently the five custodians clean 250,000 square feet of buildings. They do all setups and breakdowns for campus activities. They are responsible for evening building lockup. According to the state estimates, a custodian should be responsible for about 20,000 square feet of space; WVC custodians clean an average of 40,000 square feet each. The addition of the new soccer field and the new softball/baseball complex needs have added many responsibilities for the grounds crew. Tasks such as fertilizing, weed and pest spraying, pruning, and lawn renovation cannot always be done in a timely manner, if at all.

The Plant Services Director prioritizes the most important work scheduled in each unit. The director assigns routine work orders, and the unit staff member prioritizes them. Weekly staff meetings enable the plant staff to communicate its problems and to keep the other units up to date. If one unit needs help with a particular project, one of the other units will be assigned to assist. Since WVC is comparatively small, facilities staff members can and will work in other areas of expertise. The college has skilled journey-level staff members who are able to make facilities repairs and improvements in-house, resulting in considerable savings to the institution. The small size of the staff, however, can present limitations in times of unusually high demand for services.

The college faces several challenges in Plant Services. First, resources are becoming inadequate as the institution grows. For example, maintenance requirements at the non-state-owned facilities have caused an increased burden on operations and maintenance staffing. Additional positions or alternate maintenance contracting would ease this burden. Staffing is becoming more critical as key maintenance employees approach retirement age. Critical knowledge about the design, location and unique characteristics of the college systems will be departing in the next two or three years, and the college needs to ensure some overlap time to pass on this knowledge. Some cross-training activities are in place; these should be continued to ensure that staff members will be able to provide seamless, flexible coverage in critical facilities operation procedures.

Ongoing staff training is increasingly important to ensure that employees have the necessary knowledge and skills to efficiently and safely operate and maintain increasingly complex facility systems. This is an additional burden on unit budgets.

Plant budgets have often been decreased disproportionately to provide funds for other college units, which has in turn delayed maintenance on infrastructure and equipment. This has resulted in many high-cost emergency projects that would have been much cheaper if done in a preventative mode.

Plant staff members are encouraged to be innovative and opportunistic as they plan maintenance, construction and repairs. Combining many projects into one can result in considerable cost savings.

Plant Services is seeking to improve methods to keep the campus community informed about the status of work orders and projects. The recent reorganization of the Administrative Services unit to combine Plant Services and Capital Projects under one manager has greatly improved communications within the department and across the college. The Technology department is designing a Web-based tool to assist in this communication. Operations staff members are also reviewing facilities management software available to the

community college system for additional tools to assist in the management of campus systems.

college's Mission and Goals throughout the district.

Planning

The current Master Plan was developed in 1996 to guide the college in developing facilities construction and renovation requests. (See Exhibit 8.1.) Capital funding requests must relate to the current district Master Plan; if projects are requested that do not meet current Master Plan criteria, significant adverse or changing circumstances must be documented as to why they do not before the project will be considered for funding. (8.C.3) The 2000-2001 budget allocates funds for updating WVC's Master Plan. The college Mission and Goals are the drivers in determining future needs of the district. A variety of methods are used to gather detailed information for Master Plan development from the faculty, staff, administration, alumni, neighbors, citizens, business community and governmental officials. (8.C.1, 8.C.4)

As mentioned earlier, the State Board conducts a facilities condition survey as part of the capital funding process for system institutions. Part of this review considers security and ADA access needs, which will also be incorporated into master planning.



Analysis and Appraisal

Facilities

Strengths

- The administration, faculty and staff have worked together over the last year to plan and initiate better facilities usage without the rancor that had arisen in the past. Not every request can be met, but all participants understand the process and the decision.
- While improvement is needed in many areas of the institution, instructional and support space is adequate to meet the

Challenges

- The major deficiency is in the fine arts program where curricular change put the program into an interim facility. The college has requested state funding in the 2001-03 biennium to create a new fine arts area which will greatly help WVC meet the institutional goal of being a cultural center for the district.

Recommendations

- The college should continue to evaluate facilities usage and plan for changes, especially in connection with the proposed new higher education center.
- The college needs to establish a permanent location for the fine arts program in the 2000-2001 year
- Additional off-campus space should be identified for some of the technical/professional programs.

Health, Safety and Access

Strengths

- The district Safety Committee is actively involved in resolving safety concerns identified by the staff.

Challenges

- Security of keys on both campuses has been lax during the past five years. The college is unable to identify what keys a staff member has been assigned.
- Personal security of students and staff members has been an increasing concern both in the buildings and on the grounds and in the parking lots. Access to emergency communications has been cited (in college forums) as a need.
- Wenatchee campus lighting has been assessed as below current standards. Upgrading of the lighting coverage had been slated for the summer of 2000, but

the bid estimate far exceeded the available funds. The Plant Director has initiated a request for assistance with the lighting problem from the state Department of Energy.

Recommendations

- The college should write and implement a districtwide facility access procedure based on replacing external access doors and critical interior doors with electronic access systems using programmable card readers. This was identified as a budget priority for 2000-2001.
- The college should work with the regional 911 system to investigate a *blue light* 911 help-phone system to be placed outside buildings and in parking lots.
- The college should conduct a hazardous materials awareness program for both campuses; this has not been done for several years.

Furnishings and Equipment

Strengths

- The movement of furniture and computer replacement out of instructional equipment and office budgets has allowed more appropriate use of instructional and management funds and increases the general expectation of fairness. The planned replacement program has been well-received by the staff.

Challenges

- Storage of surplus, temporarily unused equipment, furniture and supplies has become a critical problem for the facilities staff. A need to transform storage areas into office and classroom space has displaced the prior use for equipment, supplies and furniture.

Recommendations

- The college should construct secure storage areas for equipment and materials.

Management, Maintenance and Operation

Strengths

- A dedicated college staff is creative and innovative in overcoming inadequacies in budget and equipment in order to keep facilities in service.
- A new management perspective emphasizing communications has alleviated many problems interdepartmentally and intradepartmentally.

Challenges

- Funding for goods, services and equipment for buildings and grounds has been reduced over several years, especially in that no increases have been made when new facilities are brought on line.
- Support areas for plant activities have been converted to instructional areas. The instructional need is real and understandable, but it does not lessen the requirement for storage and service space.
- Several maintenance and custodial staff members are approaching retirement age. The skills and knowledge that they possess about college systems are critical to the institution.

Recommendations

- The college should continue to provide training for the grounds staff in transitioning from hazardous chemical use to integrated pest management.
- Plant Services should work with Administrative Services and Human Resources to develop cross-training for replacement staff members.
- The college should consider using available funds during remodeling of major facilities to design and construct an equipment and supplies storage facility.
- Increased staffing, in keeping with industry standards, as the institution grows should be calculated into annual budget requests. Current needs are for additional staffing

for the grounds, carpentry and custodial units.

Planning

Strengths

- The hiring of a district architect on a yearly contract supports the conformance with master planning and a common vision of the image of the college.
- The strong working relationship between the college's capital project manager and the State Board's capital projects office promotes the effective use of capital funds.

Challenges

- As the college experiences more reliance on nonstate dollars for capital and operational funding, the planning of new facilities and service may tend to be driven by nonacademic requirements.
- As outreach programs grow, the development of a district plan to support these centers, both owned and leased, becomes more complex.

Recommendations

- Facilities and operations management needs to proactively seek inclusion in discussions of expanded service on and off campus.
- A more complete analysis of current facilities use needs to be completed, including both instructional and non-instructional use. The state system measures class use, but the college maintains all use.

List of Appendices

- 8.1 SBCTC Facilities Review—Executive Summary
- 8.2 Violence in the Workplace Policy

Note: Campus Maps are on the inside front cover of the WVC Catalog.

List of Exhibits

- 8.1 WVC Master Plan Documents
- 8.2 WVC Safety Manual
- 8.3 SBCTC Facilities Review—Full Report

Standard Eight Committees

Leadership Team:

Bill Martin, Chair—Dean, Administrative Services
Tammi Ellerbroek—Educational Planning Specialist
Marcia Henkle—Director, Technical Programs
David Lindeblad—Dean, North Campus
Bill Smith—Director, Facilities and Capital Projects
Bonny Stephens—Plant Communications Coordinator

Review Team:

Stacy Anderson—Office Assistant, North Campus
Janet Goetz—Executive Secretary, President's Office
Blake Murray—Program Director, Automotive Technician Program
Dan Nelson—Electrician, Facilities and Operations
Herb Nelson—Offset Duplicator Operator, Central Services

Standard Nine: Institutional Integrity

Overview

Wenatchee Valley College is committed to integrity and high ethical standards. It adheres to state and federal laws regulating integrity issues, such as the Washington State Ethics Code, Affirmative Action, Reasonable Accommodation, the Family Educational Rights and Privacy Act, and the Washington State Whistleblower Act. The institutional policies and procedures provide local authority and guidance in these areas. A major project is underway to completely overhaul the Policies and Procedures Manual to provide a more systematic and uniform system of rules and guidelines to ensure the integrity and effectiveness of the institution. The administration of an employee climate survey in fall 1999 highlighted some concerns within the college centering on internal communications. Efforts are underway to address these concerns. The changes in leadership that the college is currently undergoing will also have a significant impact.

Purpose

Wenatchee Valley College recognizes its responsibility as a public institution of higher education to provide a climate in which all parties feel free to express themselves, examine ideas and data, and communicate with others. These activities support the college's Goal 12: "Improve institutional effectiveness by regularly planning, assessing and revising the district's programs and services." The college also recognizes its respon-

sibility to protect the students, faculty, staff and public from harassment and to ensure the rights of persons to privacy in their personal lives.

To help accomplish this Herculean task, Wenatchee Valley College subscribes to and conscientiously supports the highest ethical standards in its dealings with the students, faculty, staff, the public, and other organizations and agencies. The responsibility for institutional integrity is shared to some degree among all parts of the college, including the Board of Trustees, administration, faculty and staff. Many of the principles guiding institutional integrity are established in state and federal laws, college policies passed by the Board of Trustees, and official procedures established by the college. Other principles affecting integrity have to do with how individual members of the college community carry out their responsibilities.

Description

Ethics and Integrity Issues

Wenatchee Valley College is a state agency; all WVC employees are employees of the state of Washington and governed by the regulations pertaining to state personnel. In addition, the college adheres to applicable federal laws and adopts appropriate policies and supportive procedures to ensure institutional integrity. Education and training of employees is an important vehicle for maintaining integrity.

In 1994, the state Legislature passed a comprehensive State Ethics Code which applies to

all state officers and employees (Revised Code of Washington 42.52.900; Exhibit 9.1). This law combined various regulations about conflict of interest, political activities, use of state resources and other ethics concerns that had previously been found throughout the state law into one systematic code. Nancy Sloane of the State Attorney General's office provided training on the state ethics code for all Wenatchee Valley College faculty and staff members during the fall 1998 all-staff meeting.

The State Attorney General has published material relevant to colleges as Ethical Standards for Officers and Employees of Washington State Colleges and Universities. There is also a college policy prohibiting conflict of interest. (WVC Policy 2.P.85.) Further, in November of 1999, the college Board of Trustees adopted within the faculty contract a statement that the National Education Association's 1975 Code of Ethics of the Education Profession will serve as a guide for the ethical conduct of faculty members. These documents are presented in Exhibit 9.2. (9.A.4)

The Washington State Whistleblower Act (RCW 42.40) was enacted to encourage state employees to report improper governmental actions to the State Auditor's Office. *Improper governmental action* has been defined to mean any action by an employee that violates state law, abuses authority, wastes public funds or endangers public health or safety. A copy of this regulation is in the college Staff Handbook and is also available electronically.

The Family Educational Rights and Privacy Act (FERPA) guarantees the confidentiality of student records and information. A training video was provided for the faculty and staff during the fall 1999 all-staff meeting. Further instructions are available electronically on the college's Intranet page. Student and employee *right to know* procedures have been revised to comply with changes effective July 1, 2000, under the reauthorization of the federal Higher Education Act. These regulations specify information on the institution, including security policies and crime statistics, completion and graduation rates, academic programs, accreditation and licensure, availability of financial assistance, and athletic

program participation, that the college must make available to prospective and current students and employees.

In conjunction with the Drug-Free Schools & Communities Act Amendments of 1989, Wenatchee Valley College has adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs or alcohol by students and employees. In compliance with the requirements of the Act, a statement on the college's drug and alcohol policy and the possible effects of alcohol or illicit drug use is published in each issue of the *Discover*, the quarterly class schedule.

Other Wenatchee Valley College policies and procedures that work to provide an equitable and supportive atmosphere for learning include: Alcohol & Drug Use (2.P.01.5), Discrimination & Harassment (2.A.43.), Equal Opportunity, Affirmative Action (2.P.46) and Reasonable Accommodation (2.P.45). Policies concerning Student Conduct (2.P.42-45) are published in the Student Handbook given to every student enrolling at Wenatchee Valley College (see Exhibit 3.2).

Policies and Procedures Manual

The college recognizes the importance of proper policies and procedures to ensure integrity and continuity of its operations throughout the institution. After a period of dormancy, the policies and procedures of the college have undergone extensive evaluation and revision by the Board of Trustees, area administrators and the Policies and Procedures Committee. (9.A.3. See Standard Six and Exhibit 6.1.)

During the summer of 1999 each administrative unit of the college initiated a review of the policies and procedures pertaining to it. The original intent was to update the existing manual, but that compilation was found to be incomplete, confusing and often out of date. Therefore, in the fall of 1999, a Policies and Procedures Committee with broad college representation was established and charged with the goal of updating and reorganizing the Policies and Procedures Manual.

The committee studied manuals from other institutions to locate the best possible model to serve Wenatchee Valley College. Simple definitions clarifying the difference between policy and procedure were developed along with guidelines to help ensure consistency in future policy development. These were adopted by the Board of Trustees in July 2000 and are presented in Appendix 9.1.

Through the recently formed Institutional Effectiveness, Planning and Assessment (IEPA) Task Force, area administrators were asked to review the policies and procedures associated with their areas of responsibility and, using the new guidelines, to write policies and procedures to ensure that legal requirements and the needs of the college are met. These drafts were made available to all parties affected for further review and then presented to the President's Cabinet. Procedures are approved at the Cabinet level, and policies are forwarded to the Board of Trustees for adoption. Office procedures or desk manuals are developed by each office or area of the college and must be consistent with policies and procedures. This effort has resulted in a significantly different kind of manual, which will be placed on the college Intranet Web page where it will be easier to access and update. Every policy and procedure of the college has been reviewed through this process. A revolving review schedule (Exhibit 9.3) has been developed to ensure that the new Policies and Procedures Manual is kept up to date. (9.A.2)

A key area of policies and procedures undergoing review is the conduct of employee evaluations. Evaluation procedures for the faculty are clearly specified and are implemented through the faculty contract, the tenure process and course evaluations (see Standard Four for a full discussion). Evaluations of classified employees are governed by the WPEA contract and are conducted at the end of the probationary period and annually thereafter. The content of the review and the forms used are standardized through the Higher Education Personnel Board office.

Administrative review processes are less clear and therefore less consistently used. The past two presidents have not regularly employed the

evaluation process as stated in the Policies and Procedures Manual with senior administrators. Most administrators have attempted to conduct annual reviews with the exempt staff under their supervision, but the form and content of these reviews is not standardized across departments.

Catalogs, Publications and Official Statements

The college represents itself to its constituencies, the public, students and prospective students through catalogs, publications and official statements. (9.A.3) To ensure that the publications are consistent and accurate in representing Wenatchee Valley College courses, programs, degree requirements and activities to students and the public at large, the Board has directed that "all Wenatchee Valley College publications and publicity must be coordinated through and approved by the Public Information Office" (WVC Policy 2.P.89). In 1993 a new procedure fixed a production schedule for the catalog, which included specific reviews by appropriate administrators, directors and faculty members. This coordinated process ensures accuracy as well as timely production. All final publications are proofed, formatted if required and approved by the Public Information Office (PIO) to further ensure consistency and accuracy.

- **The college catalog** is revised every two years. Care is taken to insert new courses and remove courses no longer being taught. Degree requirements are kept up to date. The guiding principle for each catalog update is to make the publication a useful tool in the student's academic planning.
- **Quarterly class schedules** are mailed to every household in the district in the publication *Discover*. Credit classes are listed for the Wenatchee, Chelan and Omak areas. Distance learning, ABE/ESL, continuing education and university classes offered in the district are also included. Changes to the quarterly class schedule are made available to advisors by college e-mail and are also posted on the

Intranet page. Advisors also have available an annual schedule, the goal of which is to be 80 percent accurate.

- The production of **program brochures** is supervised by the PIO. Program directors are responsible for the accuracy of the content and the final product is checked for accuracy and consistency by the PIO staff before going to print.
- The PIO develops or reviews materials that represent the college to the public, such as news releases, flyers, posters and Web pages on the official college Web site. With the broad availability of high-quality computers and printers, it is easy for individual faculty and staff members to produce their own flyers, posters or Web pages. At the present time the PIO is studying this situation to see what, if any, new college procedures need to be established. The PIO is aware that any such procedure must not interfere with academic freedom and the right to communicate. On the other hand, care must be taken so that publications will also reflect the programs and offerings of the college accurately. (9.A.3)

Academic Freedom

Consistent with its Mission and Goals, the college demonstrates its commitment to the free pursuit and dissemination of knowledge through several policies. In October 1999, the college and the AHE negotiated a new Academic Freedom statement in the faculty contract. The college policy has been revised to be consistent with this statement, replacing the earlier Freedom of Expression policy (WAC 132-120-050). In the past 10 years there have been no grievances charging violation of academic freedom. (See Appendix 9.2, Academic Freedom statement.)

The college subscribes to the Academic Freedom section of the 1940 *Statement on Academic Freedom and Tenure* issued by the American Association of University Professors and the Association of American Colleges as endorsed by the American Association of Col-

leges for Teacher Education, the Association for Higher Education and the National Education Association. The policy is published in section 300.100 of the Policies and Procedures Manual and in the faculty contract (see Exhibit 4.1). The policy establishes the right of faculty to be free from censorship or discipline for exercising the right to speak, while conveying responsibility for faculty to ensure accuracy of statements, exercise appropriate restraint, show respect for the opinions of others and make every effort to indicate that he/she is not an institutional spokesperson.

The college ensures the provision of high-quality courses for students by hiring qualified faculty. *Hiring Standards and Procedures* (WAC 131-16) is included as an Appendix in the Negotiated Faculty Agreement. The Human Resources office provides hiring committees with a *Faculty Screening Committee Procedure* manual.

The college further supports the dissemination of knowledge by allowing outside speakers for student organizations and faculty courses (2.P.15; WAC 132W-120-100). The college may require and arrange to have views other than those of the invited speaker represented at the meeting, or at a subsequent meeting. The President may, at his discretion, assign a representative to preside over any meeting where a speaker has been invited. (9.A.5)

The College Climate

In the fall of 1999 a climate survey (Personal Assessment of the College Environment – PACE) was administered to all employees. They reported that their work is meaningful and contributes to the institution's missions. Employees are generally satisfied with the work environment at Wenatchee Valley College, especially at the departmental level. However, the survey indicated some concerns, many of which are related to institutional communications. The survey results were organized into priorities for change, representing the 12 items that had received the lowest satisfaction ratings among the three major employee groups (administrative/exempt, classified staff and faculty). Eight priorities were cited

by all three groups; seven of the eight are directly or indirectly impacted by communications.

The distrust of communications and decision-making processes expressed in the survey is relevant to institutional integrity. There are questions among employees about the extent to which there is a clear direction for the institution. Anecdotal information suggests a belief among some that there is a history of decisions made on a personal basis rather than by applying policies and procedures in a fair and even manner.

The process of bringing the Policies and Procedures Manual up to date should help eliminate the gap between the goals of the institution and what employees do and how they do it. The Policies and Procedures Manual will clearly define processes for implementing new policy, changing existing policy and ensuring the communication of changes to the entire campus community.

A significant challenge to institutional integrity rests in the fact that Wenatchee Valley College has a very diverse district. Maintaining service to diverse populations spread over a large area has made it difficult to apply policy and procedure evenly. Informal decision-making processes are

being outgrown, and have given rise to concerns about fairness and consistency. The process of defining and applying more formal processes will simultaneously address concerns about communications if conducted in an open, participatory manner.

Analysis and Appraisal

Strengths

- The college adheres to state and federal laws and regulations.
- The college provides an atmosphere of academic freedom so that students, faculty members and all who use the institution are free to learn and explore ideas.
- The college has a good faculty who love to teach and who are sensitive to the needs of a diverse student body.
- The college has made significant progress in establishing a new user-friendly Policies and Procedures Manual.
- The college has found new ways to involve the faculty, staff and students in the decision-making processes of the institution.

Table 9.1—Shared Priorities for Change Identified in the 1999 Climate Survey

Area of Concern	Item Number	Faculty rating	Exempt rating	Classified rating
The extent to which this institution plans for change	62	2.57	2.21	2.77
The extent to which resource allocation decisions are participatory	64	2.37	2.21	2.50
The extent to which decisions are made at the appropriate level at this institution	35	2.31	2.25	2.17
The extent to which a spirit of cooperation exists at this institution	24	2.67	2.36	2.48
The extent to which information is shared within this institution	19	2.7	2.43	2.46
The extent to which this institution is appropriately organized	34	2.48	2.50	2.35
The extent to which open and ethical communication is practiced at this institution	17	2.80	2.66	2.47

- The college publications accurately represent WVC and are useful tools for those who would use the services of the institution.

Challenges

- As made evident in the PACE survey, the college still has work to do to be more consistent in its communication and to improve the climate with respect to the confidence college employees place in decision-making processes.
- While employees are aware of state and federal regulations, the college has not clearly defined what is expected of employees with regard to ethical conduct and integrity in a way that can guide them in day-to-day situations.

Recommendations

- The college should continue to strive for progress in areas that have seen significant recent improvement, including assessment, refinement of policy and procedures, the budget process, improved communication through use of the college Intranet, and enhancing dialog among different units and areas of the institution.
- As the college continues to make improvements, communicating why and how changes are being made should be of paramount importance. Changes that are well-planned and grounded in the college's Mission and Goals may appear arbitrary if communication is an afterthought.
- The relationships between decision-making responsibilities and the organizational structure of the college should be clarified so that all know where and how decisions are made and who has responsibility for carrying them out.
- The college needs to review the existing committee structure and roles. This process should be participatory and have a defined time line and a clear process for acting on recommendations.
- Training and professional development opportunities related to integrity –

diversity training, fair treatment of staff and students – should be formalized for supervisors and college leadership.

- Expectations for integrity and ethical conduct should be defined for administrators and college leadership and incorporated into a consistent and regular evaluation system.

List of Appendices

- 9.1 Policy and Procedure Definitions
- 9.2 Academic Freedom Statement

List of Exhibits

- 9.1 RCW 42.52.90—State Ethics Code
- 9.2 Conflict of Interest Policies
- 9.3 Policies and Procedures Review Schedule

Standard Nine Committees

Leadership Team:

Kathy Erickson, Chair—Director, Human Resources and Affirmative Action
John Barrett—Manger, Central Services
David Lindeblad—Dean, North Campus
Dr. Kent Mullinix—Director, Agriculture and Business Programs
Jim Steiner—Faculty, Residential Construction

Review Team:

Rusty Kuehl—Secretary, Athletics and Physical Education
Gary Vandegrift—Manager, Bookstore
Mariann Williams—Faculty, Nursing, North Campus