

Board of Trustees

District no. 15

Meeting Notice

June 21, 2023

Wenatchee Valley College, Wenatchee Campus
1300 Fifth Street, Wenatchee, WA 98801

OUR MISSION

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

TRUSTEES

Tamra Jackson, Chair
Steve Zimmerman, Vice Chair
Wilma Cartagena
Paula Arno Martinez
Phylcia Hancock Lewis

PRESIDENT

Faimous Harrison, PhD.





**BOARD WORK SESSION
June 21, 2023**

| | |
|---|--------------------|
| 10:00 A.M. – Work Session..... | 5015A Van Tassell |
| Webinar Link: https://wvc.zoom.us/j/81653813461 | |
| 3:00 P.M. – Board of Trustees Meeting..... | 3210 Wenatchi Hall |
| Webinar Link: https://wvc.zoom.us/j/85485160089 | |

AGENDA

WORK SESSION

| | | |
|--------------|---|---------------------------------|
| 10:00 | COMMUNICATIONS | |
| | <ul style="list-style-type: none"> • ACCT Leadership Congress: October 9 – 12, 2023, Las Vegas • August Board Retreat: August 16 | |
| 10:10 | REPORT FROM TRUSTEES | |
| | <ul style="list-style-type: none"> • Trustee Tuesday | |
| 10:20 | POST-TENURE REPORT | |
| | <ul style="list-style-type: none"> • Beverly Warman | 2 |
| 10:40 | BUDGET COMMITTEE | |
| 11:00 | RESIDENT’S REPORT | |
| | <ul style="list-style-type: none"> • Financial Report (Brett Riley) • Capital Projects Update (Brett Riley) • Foundation Report (Rachel Evey) • Enrollment (Cynthia Requa/Ty Jones) • President’s Update (Faimous Harrison) | 17 |
| 12:00 | LUNCH | |
| 12:30 | ASWVC BYLAWS REVISION | |
| | <ul style="list-style-type: none"> • Revised ASWVC Bylaws: Edith Gomes, Campus Life & Diversity Coordinator in Omak | 128 |
| 1:00 | POST-TENURE REPORT | |
| | <ul style="list-style-type: none"> • Dustin Clark | 22 |
| 1:20 | RESIDENCE HALL ANNUAL REPORT | 35 |
| 1:30 | BOARD AGENDA ACTION ITEMS | |
| | <ul style="list-style-type: none"> • 2023-2024 Tuition and Fees: Brett Riley, VP of Administrative Services • 2023-2024 Tuition and Fee Waivers: Brett Riley, VP of Administrative Services • 2022-2023 Continue Resolution: Brett Riley, VP of Administrative Services • 2023–2024 ASWVC/O Service and Activities Fee Budget: Tod Treat, VP of Student Services • Revised ASWVC Bylaws: Tod Treat, VP of Student Services | 107 110 111 112 128 |
| 1:45 | BOARD MEETING AGENDA REVIEW | |
| 1:50 | EXECUTIVE SESSION | |



BOARD OF TRUSTEES MEETING

June 21, 2023

3:00 P.M. – WTI 3210/Zoom

Webinar Link: <https://wvc.zoom.us/j/85485160089>

AGENDA

Page #

CALL TO ORDER

LAND ACKNOWLEDGMENT

APPROVAL OF MINUTES

- 1. May 17, 2023, Board Meeting Minutes39

CELEBRATING SUCCESS

- 2. 2023 Distinguished Alumni Award42

INTRODUCTION OF NEW EMPLOYEES

- 3. Introduction of New Employees

SPECIAL REPORTS

- 4. Wendy Glenn, WPEA Chief Shop Steward
- 5. Patrick Tracy, AHE President

STAFF REPORTS

- 6. Brett Riley, Vice President of Administrative Services.....43
- 7. Dr. Tod Treat, Vice President of Instruction & Student Services45
- 8. Dr. Faimous Harrison, President52

PUBLIC COMMENT

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

ACTION

- 9. 2023-2024 Tuition and Fees: Brett Riley, VP of Administrative Services.....107
- 10. 2023-2024 Tuition and Fee Waivers: Brett Riley, VP of Administrative Services110
- 11. Continued Spending Authority: Brett Riley, VP of Administrative Services.....111
- 12. 2023–2024 ASWVC Service and Activities Fee Budget: Tod Treat, VP of Student Services112
- 13. Revised ASWVCO Bylaws: Tod Treat, VP of Student Services.....128

ADJOURNMENT

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

WORK SESSION

Supporting Documents

POST-TENURE REPORT

Beverly Warman

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

Overview of project

I am working with a committee to develop a Bachelor of Applied Science degree in Behavioral Healthcare. My post tenure project is to lay out the entire BAS degree in phases including strategies to keep this degree viable to both WVC and the community. To this end, I have had multiple meetings with my addiction educator counterparts throughout the state to talk about what has worked for them, what hasn't and what they would do differently if they could.

Background/Rationale

First, I will start with an overview of why this degree is necessary. There is a critical shortage of Substance Use Disorder (SUD) professionals as well as mental health counselors. Due in large part to the ongoing opioid crisis as well as the quarantines due to the COVID 19 pandemic, serious substance use and mental health issues have risen dramatically. We were in a position of need before the pandemic, but the problems have become critical since then. To address this the state has initiated legislation for a Behavioral Health Support Specialist. Their primary job will be to screen people for mental health issues, triage them and the connect them to ongoing services. Addiction treatment is also experiencing a critical shortage of counselors.

There are several reasons for this. One is a growing demand; the field needs more counselors because more people need help. The other issue is the pay. Substance Use Disorder (SUD) counselors are extremely underpaid. The state requires that anyone pursuing a career as an SUD professional have two years of education (usually culminating in an associate's degree) as well as 2500 hours of supervised training, adding at least a year and half to their education process. Finally, the interns must take a certification test once Department of Health has reviewed and approved their education and supervised training experience. This can take an additional 3-6 months. This results in 3-4 years of education and training from start to finish. And yet most interns (people receiving their supervised training) make between \$18-\$20 per hour; if they get paid at all. Some intern positions are voluntary.

Once a person has completed their supervised training and pass a certification exam, pay typically increases to between \$20-\$22 to start. Not much for over 3 years of education and training. Students who get into the addiction counseling field are typically very passionate about the helping addicted populations, but sadly passion doesn't pay the bills. Employees often look for more lucrative jobs and leave the addiction treatment facilities when they find them, leaving addiction treatment agencies with an ongoing shortage of counseling staff.

Washington State has done a few things to address this need gap. The legislature has created a peer support specialist to address immediate needs of patients who need someone who knows what they are going through because they have been there. The role of the peer support specialist is not clinical (they don't do assessment, service planning, make treatment recommendations, etc.) but rather a support person to talk to, and help the patient access resources such as food, housing, attend support group meetings, etc.

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

The legislature has recently passed a new bill (SB 5189) creating the Behavioral Health Support Specialist credential. This bill has passed both the Senate and the House chambers and is waiting to be moved on the Governor's desk. This certification is being developed and offered through the University of Washington's Psychiatry and Behavioral Sciences department, however, to be eligible for this new credential applicants must have a bachelor's degree. The Bachelor of Applied Science in Behavioral Healthcare at Wenatchee Valley College will allow students to matriculate into the Behavioral Healthcare Support Specialist program if desired, giving them much more flexibility.

Proposed Bachelor of Applied Science in Behavioral Healthcare (BASBH)

After conversations with colleagues and other research I have divided the progression of the BASBH into four phases. There is some overlap in the goals of each phase, as some of the needs are ongoing (such as advising, education planning, advertising, etc.). I will summarize each phase, but I will spend most of my time on Phase 1, as this is where we are right now.

Phase 1: Getting off the Ground

This work has started. A committee consisting of Dean Yuritzzi Lozano, Dean Holly Bringman, Dr. J'Lene George (psychology professor) and myself started work on this in January of 2023. Conversations started in the community in the summer of 2022, but some research was needed to see if this was a viable degree for Wenatchee Valley College. From the beginning the committee agreed that this would only work if it was fully supported by Wenatchee Valley College. We didn't want to create a degree that looks great on paper but wasn't able to sustain itself. The committee is dedicated to building a degree that is good for the students, the community and WVC. To this end, I spoke to community college colleagues around the state who have or are building similar programs. These conversations led to a meeting of addiction educators from around the state to talk about what is working, what struggles they are having and where the field is headed in general. This meeting was very informative, and I came away with ideas for formulating a path for Wenatchee Valley College's Bachelor of Applied Science in Behavioral Healthcare (BASBH) degree.

The committee started working in Winter quarter of 2023 on laying the groundwork for the BAS. This started with developing needs assessments. After a few committee discussions, Dr. George wrote up two different needs assessments. The first was a community needs assessment. This survey was deployed to all our previously identified community partners. The second assessment was a student survey. This went out to student's district wide. These surveys ended in the middle of March. We are currently collating the results, but at first glance overall the responses are supportive.

I also formulated a survey of only CDS students. I did this because I wanted to really get a handle on the level of interest as well as areas of concerns. I put the survey out during finals week and received 11 responses. The results are below (you can also [review them with this link](#)):

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

I surveyed the CDS students specifically for several reasons. The first reason is I was curious to see what their specific level of interest and their overall sense of self-efficacy. Do they believe they can succeed at this? Do the CDS students believe they can complete a Baccalaureate degree? As I've mentioned before, most of the students in the CDS program do not bring with them a history of academic success. I've lost count of the times I've heard "I never thought I'd be in college" or "I can't believe I'm succeeding in college". So, I really wanted to know if these students believed they could succeed at a higher level of education. Based on their responses it seems clear that they believe they can as nearly 80% of the respondents stated that they are "very interested; I would apply as soon as I can". Even if they are afraid or worried, they are still willing to dive in.

The second reason is because I'm particularly interested in barriers the students foresee so I can address these in the CDS program to increase the likelihood students would move forward in the BASBH degree. I wanted to know what the college could do to provide the most support possible to students in the BAS program. You can see in the results of the survey that most students anticipated needs regarding reliable computer/internet access and access to IT help (question 4). Most students also believe that access to tutoring, particularly math, would be beneficial or necessary for them (question 5). Many of the other community colleges that have BAS programs have built additional student support into their degrees. The consensus among educators is that this is helpful and even critical for student success.

This survey also informs my work as the program coordinator for the Chemical Dependency Studies program. I want to address the identified barriers to increase the likelihood that CDS students will move forward into the BASBH degree when they are ready. I will continue working to make sure the CDS program is responsive to the needs of the students as well as the community.

Lastly, I know these survey results are only for CDS students and can't be generalized to the entire student survey population. However, I do believe that this information is a good starting point for further discussion about how we can support our BAS students. You can see a chart of the questions and answers in **Appendix 1** at the end of this document.

The next thing to consider in deciding if this BASBH degree is viable, is the budget. On one hand, I know that having an excessive budget with every kind of support and gadget out there is not realistic. However, on the other hand I also know that building a bare bones budget does nothing to ensure the success of the degree. To this end I've come up with some ideas about how we can work to ensure that not only the BASBH degree, but other BAS degrees at WVC as well, are robust and sustainable.

I have created a table with some of the initial budget items that the committee and I have identified, you can find this table in **Appendix 2** at the end of this document. Again, much of this information comes from my meetings with other community college educators who have thriving BAS degrees in a variety of human services. As you can see, there are several budget expenses that can be spread over various BAS programs. These things would enhance the other

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

BAS degrees as well. It's also worth mentioning that we should look at existing BAS programs at WVC and see which programs we can pool resources with. I've also identified a "wish list" of services/support that would be beneficial but may not yet be feasible.

Our next steps in the committee for the BASBH degree are forming an advisory committee and working on curriculum to begin our application to the SBCTC.

Phase 2: Entry/Admission

In this phase we will develop admission policies and criteria for the BASBH degree. There are many models for this. Some colleges have adopted admissions policies that allows them to consider anyone with nearly any associate degree to be considered for their BAS. Other colleges have much stricter policies and only accept students that have specific associate degrees. This is out of a need to a) keep the program operating at a reasonable capacity, and b) to be responsive to the needs of their communities. Our committee has identified three main feeders for our BASBH program. These programs are the Chemical Dependency Studies program, the Criminal Justice program, and psychology students. However, there are other programs that I believe would also be a good fit potentially for the BASBH program. Specifically, students from the Early Childhood Education program (it's worth noting that we have no desire to compete or take students away from the teaching BAS, this is only for students who want to go into social services in a school setting), sociology, and nursing or other Allied Health programs. There are many avenues to help people in social service settings beyond mental health and addiction treatment agencies, such as schools, hospitals and clinics.

Once admissions policies and criteria are developed, the most important thing is recruitment of students. As you can see from the survey of CDS students 8/11 of them are very interested in the degree and would apply as soon as they were able. I think we can create the same kind of enthusiasm with other students/programs with active and enthusiastic advertising and recruitment.

The committee wants to be diligent about creating a consistent pipeline of students who will benefit from this degree and then go on to benefit the community. I believe that this phase is where we should start really determining the best way to engage other students and programs. I also believe that the best way to lay that groundwork is with the faculty that teach in those program areas. Getting sincere and wholehearted buy-in from these faculty members will go a long way in recruiting students to the program when the time comes. Once we determine if this degree is viable, I believe we should start laying this foundation with faculty.

There are also some issues to consider at the college level. Students in the BAS program will need a lot of support. Many of them identified the desire for access to computers, Wi-Fi, and tech support as some of their biggest needs. Due to the size of our service district we have students from the Wenatchee Valley to the Canadian border. For students to succeed in this program (or any program) they will need ongoing support from the college. Additional support includes tutors for math/English/psychology and counseling support. Many of these services are already available at WVC but may need additional resources with more students needing the help. It's important to mention here that other BAS programs may benefit from this support as well and it could possibly increase their sustainability as well.

Phase 3: Recruitment & Retention

Beverly Warman, M.Ed. Chemical Dependency Studies Post Tenure Review 2022-23

As I mentioned earlier, the groundwork for recruitment should start as soon as the BASBH degree is determined to be feasible. But at this stage we would then actively start advertising and marketing the degree. There are several creative ways to do this beyond billboards and flyers. Creating a sense of excitement and expectation for this program will be crucial to recruiting students. It's also important that this isn't a "one and done" kind of marketing. Advertising needs to be consistent and strategic.

Once we have students interested it's critical that the application process is smooth. One college specifically has had trouble filling their program not from lack of interest, but because there was no consistent procedure for processing applications. They would land on a desk and get lost in the void. To prevent this, it would be ideal if there was a single person who specifically handles applications and admission to the program. This way students know exactly who to get a hold of to find out what their next steps are or to get answers to application/admission questions.

Retention seems to be the biggest issue most colleges in the state have with their BAS programs. Some programs have "high touch" model for their students, meaning that they have individual contact with each student at least monthly where they sit down and go over any questions, concerns, or anything else that the student might be struggling with. As we know, students have busy lives outside of school, and sometimes those stresses can impact their academic success. Sometimes just knowing that an instructor cares and is listening can go a long way to keeping a student engaged.

Phase 4: Completion & Graduation

This phase is the culmination of the BASBH program. This phase is really about the ongoing support needed for students to cross the finish line. This again focuses on support and retention, but with the addition of job searching. Students in similar programs around the state often find employment with the agencies they do their field placement in. We see the same thing happen in the CDS program's field placement classes. Students make connections there and find that they are on the fast track to a position when one is available. We could consider adding something similar to our BASBH curriculum with specific employment support (help with resumes, cover letters, interviewing skills, etc.)

Impact on student learning and success

Most students in the CDS program get jobs before they graduate or shortly after. There has long been rumors that eventually Washington State will require Substance Use Disorder (SUD) Professionals to have a baccalaureate level degree. That is not currently on the state agenda, but educators in addiction studies programs in the state remain on high alert for education changes. This BASBH allows WVC to be on the forefront if that education change does materialize at some point in the future.

As I've mentioned previously, it is the nature of the field that many people who get into helping professions once needed help themselves. This is one of the things that makes SUD counselors so rich in terms of understanding and connecting with their patients, but it also has the inherent danger of relapse. Many people in the helping professions are great at seeing what others need, but not at all good about seeing to their own needs. As a result, I see a certain number of students fall away from the program due to relapse in their personal lives. Often, I only find out about this after the student has been away for a while. Sometimes they will contact me about restarting the program or I will hear from others in the field or in the program that the student is out using again. This is why I believe that a critical part of the BASBH program should be required counseling for the students. It is very helpful for them to get an understanding of what is driving them to be a counselor and for them to understand how their own personal life and struggles can both help and hinder them in helping professions.

Beverly Warman, M.Ed. Chemical Dependency Studies Post Tenure Review 2022-23

Students coming into the CDS program often have a background of crime, drug use and treatment. Many times, they do not have a history of academic success in traditional settings. One of the most important jobs I have, in my opinion, is reassuring students that they can do this. This results in a “high touch” model of education where I have very regular contact with my students. I love this connection with them as I can see when they are starting to struggle, and we can try to intervene immediately. This is most crucial in the first year of the program. By the time students are in their second year they have a history of academic success in college and a familiarity with how college in general, and the CDS program in particular, function. This awareness goes a long way to help them be more comfortable by their second year.

I believe the BAS degree could use a similar approach. Many of my colleagues with BAS programs around the state said that their programs are the most successful with a high-touch model, where instructors or advisors are checking on them regularly. One instructor said that she started implementing monthly meetings with all her students and saw a significant increase in the students’ work and retention in the program.

I’ve also been using a portfolio project that students start in the first quarter and then add and expand to throughout their 2-year program. There is a section for them to add their syllabi, examples of their work, resources for them to use in their career (important WAC’s and RCW’s for example), a resume and cover letter, and for them to keep track of their own supervised training. Each class in the CDS program has an assignment (either an individual assignment, as part of a midterm or as part of a final) where they add relevant information and then explain why they chose these assignments, resources, etc. This enables the students to have everything they need for their internship in one place. They have their resume at their fingertips, they know exactly where to find the resources they may need and they know at any given time where they are in their supervised training.

Feedback on the portfolio from employers has been favorable. They are impressed that the students have information available to them in a professional and organized fashion for interviews, mock interviews and training meetings. They can view resumes on the spot and they can see that this student understands the requirements for their supervised training.

Feedback from students is usually a groan when it is first explained to them, but once they have an understanding of the usefulness of the information and that employers find it to be useful, their perspective shifts. By the beginning of their second year in the CDS program students have a good feel for what they want their portfolio to do for them and they often know what they will be adding to their portfolio as the classes progress. In many cases they have already added information they believe will be helpful to them in the future, so that telling me what they’ve added and why is just a formality.

I believe a continuous learning project like this would be helpful in the BAS program as well. Most degrees have a capstone project at the end of the program, and one idea for this capstone is a continuous learning project like a portfolio.

Contribution to discipline

I work to contribute to Substance Use Disorder counseling in a multitude of ways. I keep in contact with many former students (many of whom are surpassing me in skill and education I’m happy to say). I feel like instilling a belief in oneself and love of learning and a passion for helping those struggling with addictions is one of my most important contributions. I also sit on the Board of Directors for a local treatment agency and I’m currently the secretary for a statewide Addiction Educators Consortium and am actively involved in their pursuits, such as legislation that will affect the field directly and indirectly, addressing issues related to growing our workforce

Beverly Warman, M.Ed. Chemical Dependency Studies Post Tenure Review 2022-23

due to shortages nationwide, and developing curriculum that is consistent across Washington state community colleges. However, I would like to clarify that SUD counseling programs in Washington state colleges do not have common curriculum (although that is the dream one day, it is a very big lift).

It is my feeling that one of my biggest contributions to the discipline at this time is the development of the BAS degree. This gives CDS students a change to obtain a bachelor's degree without the added expense of obtaining a DTA and transferring to a 4-year institution. This is a huge benefit for the students in multiple ways. First, they save money by not having to complete the distribution requirements for the DTA. This saves most CDS students the cost of about 9-10 courses. It also allows them to focus on degree specific courses rather than courses that they may benefit from in tangential ways, but don't directly apply to their career choice. Finally, they can do this without the need to move. This is a big consideration as many of the CDS students have jobs and families locally.

Input from students

One of the benefits of working with students over the course of 2 years, is the ability to get real time and continuous feedback from them. I get regular feedback on what they like, what they struggle with and what they believe they have gained from their education. I take this regular feedback to help improve classes and the Chemical Dependency Program.

For example, we have a class this quarter (winter) that has many valuable assignments, but in getting feedback from the students I think it might be too much for the class. The class is Cultural Diversity in Substance Use Disorder Counseling and is 4 credits. In this class they have their regular work for each module (small research essays, quizzes, etc.) as well as two quarter-long projects. I see (and hear) the stress on the students as they try to get all this done. It's easy to get confused because there are so many due dates and it's easy to fall behind, which can be crushing for both the student and their grade. It's clear this year that I need to scale some things back. My goal is that what they remember about the class is the information, not how overwhelming the class was.

I use this kind of in-the-moment, informal assessment regularly and really try to make sure that the student voices are heard. There are some classes that are simply very busy. I work to coach the students who are struggling through these hard classes because the information is necessary for their chosen field.

With our current work on the BASBH program students, community partners and the K-12 system were given a survey. We are now in the process of evaluating the data from this needs assessment. I also created a 5-question survey just for the CDS students. I am interested in what barriers they may experience that would prevent them from considering pursuing a baccalaureate degree. Many students in the CDS program have a background of adverse experiences and trauma. For many, these college classes are their first successful academic experience. I have lost track of the number of times students have expressed their excitement at being successful in college. I want them to know that they can continue this success into their degrees as well.

Success story: Ben

Ben came to my first CDS class as a person in early recovery. He was eager to give back to people like himself. He was fun to be around, and the other students gravitated toward him. The problem was he was "too" fun. He didn't take much seriously, always had a witty comment, and came to be known as the class clown. His behavior would sometimes distract other students and efforts to corral his behavior were met with marginal success. He was also very smart. He studied, completed his homework on time and did it very well. He was a good student in the sense of his work, but his classroom conduct was less than professional. This became my biggest concern. He could ace the tests, he could have meaningful discussions on relevant topics, but he just wasn't making much progress in his professional behavior.

Beverly Warman, M.Ed. Chemical Dependency Studies Post Tenure Review 2022-23

As I mentioned, Ben was in early recovery. There is a lot of psychological, emotional, and social adjustment that happen in early recovery. In treatment we know that a person's emotional and social development slows down or even stops when a person starts using drugs heavily. It's not uncommon to work with forty-year-old patients who have the social-emotional maturity of a person in their twenties. This was Ben. He was in his twenties at this time, but very young in recovery. He was still catching up to his peers in social-emotional ways. I know this in my head, but it can make it difficult to balance what I know about social-emotional maturity in early recovery with what I really need students to understand about professional behavior in a technical program.

Ben graduated, got a job at a local treatment agency where he did well. One thing that we often see in students is that once they start college and get their first professional job their maturity develops at a steep rate. This is extremely exciting to see. This is also what happened with Ben. He then moved to Seattle and began working in a treatment center there. He started his baccalaureate degree, began dating someone seriously, and suddenly I'm seeing pictures of his life as a very passionate, dedicated and fulfilled counselor. He moved up the ladder to become a clinical director at his agency and continued his education. Ben is a dedicated lifelong learner. He now has two master's degrees and is beginning his doctorate this fall. Ben exemplifies the reason I truly love what I do. He regularly credits me and Loretta Stover (CDS adjunct) with his success. But the truth is the only thing we did was give him the ability to thrive by believing in him and what he is capable of. He did the work. We helped with suggestions, feedback and encouragement. This BAS degree will allow students who don't have the flexibility that Ben had to pursue their dreams as well. I believe that if we had this BAS when Ben was a student, he would have been one of our stars.

Success Story: Victor

Victor is a former Omak student. He is the person you see in the video clip attached earlier. Victor is in his forties and his background is rough. He grew up in California and got an early start in gangs there. He lived that life for quite a while and ended up in prison on a drug-related charge. He spent 2 years in prison. Somewhere along the way he decided that a life of drugs and gangs wasn't working for him any longer. He went to treatment, stopped using drugs and was actively working on his recovery.

He and his wife moved to Omak for a fresh start. Eventually Victor decided that his life experiences may be useful to him as a counselor. He enrolled in the CDS program in Omak. He was dedicated to helping others and continuing his education. He was also very nervous. He didn't finish high school and was worried about his ability to complete college classes. His commitment to helping others kept him moving. He used all of the resources available to him and he not only succeeded in the classes, he blossomed. He became the guy others in the class would go to for help. It was inspiring to see a man like Victor really come into himself in his classes and college experience.

Victor graduated and began working at a local agency. A couple of years ago Victor learned about Recovery Coaching. Recovery coaches are kind of peer support for people who are just getting clean from addiction. Recovery coaches use their own life experience to connect with and motivate those struggling with addictions. They provide non-clinical support such as helping people find housing, food, and support group meetings. Having someone who has walked in the addicted person's shoes reduces the immediate barrier of "you don't understand me" and "you don't know what it's like". Recovery coaches do know what it's like, and they do understand. They connect on a meaningful, personal level. Victor is now making a name for himself statewide as a Recovery Coach. His work makes the CDS program at WVC very proud that he is a graduate of our program.

Here is Victor, making a name for himself throughout the state as a recovery coach (peer counselor). Below is a 2 minute video clip of an interview he did with KIRO 7 news earlier this year.

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

<https://www.kiro7.com/news/local/video-lawmakers-working-new-approach-states-drug-possession-law/92878f20-904a-42f9-b05a-856bd018d2ee/>

District's mission, goals and strategic plan

The Chemical Dependency Studies (CDS) program supports the district's mission in numerous ways. The most important is that the CDS program has been available and viable across both the Wenatchee and Omak campus since its inception. It was one of the first programs to provide education to Wenatchee and Omak classrooms simultaneously through the K20 system. Today that is old school and obsolete, but in the late 1990's it was groundbreaking. It was no small feat to do this, but the CDS program was dedicated to giving Omak students the same quality of education that Wenatchee students had access to. We consistently strive to improve this. Zoom has made connecting with students from Nespelém to Oroville to Twisp a reality. In the past driving to either the Omak or Wenatchee campus from these remote areas made attending college prohibitive. Providing courses through telecommunication has made the program more accessible than ever. The CDS program is also looking forward to incorporating some live, face-to-face sessions this coming year as well.

However, there are areas for improvement. The CDS program is actively working to improve our recruitment of Spanish speaking students, as there is a great need in the community for Spanish speaking counselors. We are also working to deepen our connection with the Colville Confederated Tribes to meet their needs in their treatment agencies. This work is ongoing.

The proposed Bachelor of Applied Science in Behavioral Healthcare was born out of a desire to meet the community's need for additional mental health and addiction treatment needs. If it is determined that the BASBH degree is viable, it will be a wonderful first step to bridge the needs in Wenatchee Valley College's service district.

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

Appendix 1: Survey Results of CDS students

CDS Student Survey for BAS in Behavioral healthcare

11 Responses 02:17 Average time to complete Closed Status

1. How interested are you in a BAS in Behavioral Healthcare if it was offered at WVC?

- Extremely interested; I would ... 8
- Somewhat interested; I would ... 1
- Not sure; I like the idea but I d... 1
- Not interested; I just want to g... 1



2. If you were to consider the BAS, how comfortable are you with a college level math/statistics requirement?

- Very comfortable; I like math ... 5
- Somewhat comfortable; it's fin... 1
- Somewhat uncomfortable; I'm... 4
- Very uncomfortable; I wouldn't... 1



3. If you were to do this BAS, what day/time would work best for you for in-person, face to face classes?

- I prefer day classes 6
- I prefer night classes 1
- I prefer weekend classes 0
- I wouldn't do this if it required... 4



Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

4. What areas of technology would you likely need the most help with to succeed in a BAS program (check all that apply, please write in any other areas of support in questions 6)?

| | |
|--------------------------------------|---|
| ● Reliable computer and/or acc... | 8 |
| ● Reliable internet | 5 |
| ● IT help for troubleshooting iss... | 5 |
| ● Other | 1 |



5. What kind of support services would be helpful for your success as a BAS student (check all that apply, please write in any other areas of support in question 6)?

| | |
|----------------------------|---|
| ● Math tutoring | 6 |
| ● College writing tutoring | 2 |
| ● Psychology tutoring | 2 |
| ● Counseling support | 2 |
| ● Other | 2 |



6. If you chose "other" for questions 4 and/or 5, please write in your other needs here.

2
Responses

Latest Responses
"I would likely need help, but it really depends on the course."

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

Appendix 2: Bachelor of Applied Science in Behavioral Healthcare budget

| Initial BASBH Budget | | | | | |
|---|------|---|--------------------|-------------------------------|--|
| Necessary Positions | Cost | Duties | Cost to BASBH only | Cost shared by other programs | Notes |
| Director/lead faculty | | Oversee program; teach; curriculum development | X | | |
| Adjunct Faculty (how many depend on curriculum) | | Teach content specific courses | X | | It's possible we can use existing faculty/adjuncts for some courses |
| Advisor/Ed planner | | Actively work to get students through planning and admission | | X | An advisor/ed planner/retention specialist would be very useful (some institutions said critical) for ongoing retention and success of BAS programs. |
| Curriculum development work | | Some by BAS director; some by content experts | X | | |
| Technology | | Student use of computers, WIFI hotspots, IT support, CANVAS support | | X | |
| Support (tutors, counselors, etc.) | | Math/English/Psychology tutors; counselors | | X | |
| BAS program student orientation | | Introduce students to rigor and resources of BAS programs | | X | |
| Electronic Health Records system | none | Allow students to practice using ERH's as they would in a typical counseling practice | | | CDS program already has agreement for use of free EHR for students. May need to expand license for BAS students |
| Advertising (developing flyers, ads, promotions, tables, etc.) | | To get the word about the BASBH out in the community and encourage students to apply. | | X | This should include human capital as well, such as people to man booths/tables, record ads, etc. |
| | | | | | |
| Hopes and Dreams | | | | | |
| Student Counseling Lab Place for students to practice counseling and record keeping | | Allow students to practice working with patients in a mock office setting | X | X | Happy to share room and expenses with other programs that may need it |

Beverly Warman, M.Ed. Chemical Dependency Studies
Post Tenure Review 2022-23

| | | | | | |
|---|----------------------------|---|---|---|--|
| Equipment for student office (desk, chair, computer, recording equipment, etc.) | | | X | X | May also be used by CDS, Criminal Justice, Psychology, etc. |
| Counseling Lab Coordinator | Work study or grant funded | Schedule and coordinate counseling lab times | X | X | Possible Perkins grant to fund position from year to year? Also may be able to get work study approval or have students do this as part of a course? |
| Advisor for only BASBH and feeder programs | | Would work only with students who identified interested in BASBH when entering WVC. | X | | This would allow continuity for student advising to reduce the likelihood that students get “lost” in the advising process. |

FOUNDATION REPORT – June 2023

Rachel Evey, Executive Director

Community Engagement

- The Foundation provided 500 swag bags to WVC graduates (Omak and Wenatchee). The bags contain WVC promotional material for graduates. This is also the first touch by the Foundation to establish a connection with graduation with the WVC Alumni Network. The Foundation also provided branded inserts for all diploma covers. The swag bags and diploma cover inserts were put together by Foundation board volunteers.
- Since the last trustee meeting, President Harrison and I presented to Wenatchee Central Lions and East Wenatchee Rotary.



Figure 1 President Harrison and Rachel Evey present to East Wenatchee Rotary.

- Hosted the final North Central Washington Estate Planning Council in the WVC Maguire Center. For many members, this was their first time in the facility. During the meeting, I was voted as the 2023-24 board president for the NCW EPC after serving as the vice president & treasurer for 2022-23. The organization provides professional development opportunities and networking with local estate planning professionals (e.g. accountants, attorneys, financial advisors, etc.).
- Re-engaged with Young Professionals of North Central Washington (YPCW) to discuss goals for the future and the Wenatchee Valley Chamber of Commerce as a potential partner. YPCW is a potential partner for the WVC Alumni Network.
- Attended the Bright Futures Year-End Celebration, hosted by the North Central Educational Service District. The Foundation is a funder and supporter of the Occupation Exploration program, developed by NCESD Career Connected Learning and WVC Career Launch.
- In partnership with the Wenatchee Valley Chamber of Commerce, hosted a community meet and greet for President Harrison. Special thanks to trustee Wilma Cartagena for attending.



Figure 2 President Harrison conversing with a community member at the Meet & Greet.

- Arranged a tour of a Sabey Data Center in East Wenatchee. The tour was led by Vice President of Sabey Data Centers West Ryan Beebout. We were also accompanied by Microsoft Data Center Community Manager Lisa Karstetter. Discussion regarding the industry, local workforce needs, and potential training/education partnerships.



Figure 3 WVC leadership touring a Sabey Data Center in East Wenatchee.

Knight at the AppleSox

- Annual baseball game partnership with the Wenatchee AppleSox. Over 200 tickets were reserved by WVC students, alumni, employees, and stakeholders. Due to rain and heat, fewer guests attended than expected.

- WVC was promoted throughout the game with announcements over the PA system and a 30-second promo video shared on the jumbotron.
- The ceremonial first pitch was thrown by President Harrison.
- The national anthem was sung by Apple Blossom Princess and Running Start student Natalie Pearson.



Figure 4 WVC Running Start student Natalie Pearson with President Harrison.

Donor Engagement

“Education Makes Dream Blossom” Donor Appreciation

- The Foundation hosted its annual donor appreciation event on May 11. Roughly 50 people attended, including trustees Tamra Jackson and Phylicia Hancock Lewis. Event was primarily focused on interaction between like-minded donors and scholarship recipients. Speakers included President Faimous Harrison, scholarship recipient Karen Larsen, and myself. Positive feedback received from those in attendance.



Figure 5 WVC nursing student and scholarship recipient Karen Larsen speaking at the donor appreciation event.

Scholarship Support

- Lake Chelan Realty Council renewed their scholarship funding for 2023-24. A board member visited Wenatchee campus for a tour. He was impressed by the breadth of programs offered and facilities available to students.
- After establishing a scholarship fund in late 2022, Coordinated Care visited WVC for a grant presentation and campus tour. Employees traveled to WVC from Seattle and Tri-Cities for the tour. Their scholarship is designated for the Medical Assistant and Chemical Dependency programs.



Figure 6 Grant presentation by Coordinated Care to Wenatchee Valley College before a campus tour.

Grant Funding

The Foundation submits grant applications for local grant opportunities (e.g. corporate foundations, service clubs, private foundations, etc.). The following were recently secured.

Enhancing Undergraduate Research – Battelle Pacific Northwest National Laboratory (PNNL)

- Through MESA, WVC will partner with PNNL to encourage STEM career paths for underrepresented students by providing inclusive, collaborative, and supported pathways for underrepresented students and their faculty; and create and nurture a nuclear and particle physics training and mentoring framework.
- Without the involvement of WVC colleagues, this grant would not be successful. Special thanks to Dr. Tod Treat, Rosana Linarez, and the MESA program.

WVC Bridge – Numerica Charitable Fund and the Wenatchee Rotary Foundation

- WVC Bridge is a new initiative designed to support ABE students without their high school credential to transition into higher education programs (e.g. trade education, Associate's, Bachelor's). The grant funding will support students transitioning from ABE courses to college-level courses until they qualify for Ability to Benefit (ATB), making FAFSA funding available.
- Of all the projects reviewed by the Wenatchee sector of Numerica, their employees chose to support WVC Bridge with their employee charitable giving, adding onto the grant amount.
- Without the involvement of WVC colleagues, this grant would not be successful. Special thanks to Julie Fitch, Riva Morgan, Jaima Kuhlmann, Maria Navarrete, Erika Schenkvonstauffenberg, and Michael Hicks.



Figure 7 Grant presentation by Numerica Charitable Fund for WVC Bridge.

Upcoming Events

Food Truck Knight – September 29

- A fundraising event designed to bring visibility and guests to WVC.
- So far, the foundation has secured 17 monetary and in-kind sponsors, totaling \$15,500. Net proceeds from the event will support the foundation's annual fund, which in turn funds requests from WVC (e.g. summer college readiness bootcamp).

POST-TENURE REPORT

Dustin Clark

POST-TENURE REPORT

Dustin Clark

Holocaust Post Tenure Review Project

Project Rationale:

The intent of this project is to explore what students at Wenatchee Valley College know about the Holocaust, anti-Semitism, the Jewish experience in Europe, and Nazism. As time passes, we are moving further and further away from the events of World War II. Each year, fewer and fewer survivors of the Shoah (the Hebrew term for the Holocaust) remain.

As such a natural decline of public knowledge about the Holocaust is to be expected and, perhaps, inevitable. Still, the rate of knowledge decline is staggering. In 2020, the Pew Research Center found that less than half of those surveyed could name the number of Jews murdered in the Holocaust. Most respondents only had a rough idea of the years of the Holocaust. And a staggering 57 percent were unaware that the Nazis were democratically elected.

In another 2020 survey, the Claims Conference – a group founded in 1951 to support Holocaust survivors – discovered even more troubling results among those under the age of 40. Ten percent of those surveyed had never heard the word Holocaust before. Over sixty percent couldn't name the number murdered in the Holocaust with half of those dramatically underestimating the amount by several million deaths. Almost half of the respondents couldn't name one of the over 40,000 concentration and death camps created by the Nazis.

The decline in the knowledge of the Holocaust is paralleled by an enormous spike in anti-Semitism in the United States. The growth in anti-Semitism has been a trend for the last decade, although anti-Semitic incidents accelerated after the 2016 election. And it's a development that is getting worse. According to a report published last year by the Anti-Defamation League, 2021 had the highest reports of anti-Semitic incidents since the group began tracking data in 1979.

There were 2,717 such incidents. They occurred in all 50 states and the District of Columbia. In this study, incidents were defined as reported events of assault, harassment, and anti-Semitic vandalism of Jewish property. Since 2013, there have been 12 shootings at synagogues, homes of rabbis, or kosher grocery stores resulting in numerous Jewish deaths. At the same time, there has been a growth in far-right extremism and political movements in this country. As the Southern Poverty Law Center has noted, the growth of the extreme right has been fueled by conspiracy theories, and anti-Semitism is part and parcel of these conspiracy theories.

Given these factors, I created a project to explore what our students know about the Holocaust, anti-Semitism, Jewish history in Europe, fascism, and the Nazis. I wanted to assess whether our students' knowledge of these topics conformed to the national trendlines outlined in the above surveys. Going deeper, I also hoped to discover whether students had a broad understanding of how to conceive of the Holocaust, anti-Semitism, and the larger narrative of Jewish persecution within Europe.

Wenatchee Valley College: The District Mission, Student Participation, Student Success, and Project Goals

This project was designed to specifically fulfill the contractual obligations of the post tenure review process, while at the same time studying a pressing social issue for 21st century America. The Wenatchee Valley College mission statement specifically cites diversity and inclusion as part of its core mission and values. Studying anti-Semitism, the Holocaust, and extremist politics fits within that mission since understanding student knowledge of these topics is useful in creating inclusive, diverse, and equitable curriculum, courses, and classrooms. Furthermore, the knowledge gained from this project will be used in my existing classes and aiding me in designing future courses for Wenatchee Valley College. Additionally, information from this project may be helpful or applicable to my colleagues within the Social Sciences, as well as the Fine Arts and Humanities division. Lastly, this project is built upon a foundation of student engagement and participation. They are the primary source material for this research.

Historical Overview:

Before I begin to explain the methodology and analyze the results of the project, a brief historical overview is necessary. As I alluded to in the project rationale, the Holocaust cannot be understood in isolation. Rather, to fully grasp the Holocaust, one must grapple with the long legacy of anti-Semitism and anti-Semitic violence that was a defining feature of the Jewish experience in Europe. What follows is a brief outline and summary of the European Jewish experience that I hoped to see reflected and referenced by students as part of my investigation into their knowledge of these events and narratives.

Historians who specialize in Jewish history and anti-Semitism generally agree that the origins of anti-Semitism as we understand the term today originate in the High Middle Ages (c.1000 – 1300 CE). During this period, Jews were a minority in a Europe that was overwhelmingly Christian (with the exception of the Iberian Peninsula, which would not be fully Christian until 1492).

However, such circumstances were not new. Jews had been a minority in Christian Europe since Christianity became the official religion of the Roman Empire in 380 CE. And antagonism between Jews and Christians had predated even this development. These antagonisms are reflected in the Christian New Testament where Jews are painted as the enemies of Christians and are blamed for the death of Jesus. Historians have known for a long time that Jews were not responsible for the death of Jesus. Nonetheless, it is a potent myth that has had long lasting implications even to this day.

Despite the anti-Judaism of the New Testament, historians don't see the development of anti-Semitism until the High Middle Ages. Why this era and not before is a complicated question with varying historical theories and interpretations. What is clear, though, is that the hallmarks of anti-Semitism begin here. The idea of the "blood libel," the condemnation of Jews as "killers of Christ," the conspiratorial narratives about money and power, as well as the familiar caricatures and stereotypes of Jewish appearance all have their origins during the High Medieval period.

With anti-Semitism came targeted acts of violence (often called pogroms). Jewish communities – vulnerable, legally segregated, and intentionally dependent upon patrons (Kings, Nobles, Bishops, and the like) – were singled out for violence with the specific intention of ethnic cleansing. The violence began along the Rhine River by members of the Peasants Crusade in 1096. Anti-Semitic violence spread from there to other parts of Western and Central Europe.

Eventually, European Kingdoms began to expel Jewish communities throughout Europe, forcing Jews to relocate either to Eastern European lands or to the Mediterranean.

The move to these lands didn't stop the pogroms. They would continue throughout the early modern period and into the modern era. These pogroms are too numerous to list here and is not the focus of this project, but they number in the hundreds – if not more.

Before moving on to the century leading into the Holocaust, it is important to understand a monumental shift in Jewish identity that occurred. Up until the 18th century, the definition of a Jew was clear. A Jew was an individual who belonged to the Jewish religious community. This is because identity in Europe prior to the 18th century was largely defined by your religious community. To be sure, there were places and developments that challenged this conception. National identities were developing, if mostly in their infancy. And there were certainly powerful local and cultural identities – some of which historians are only now beginning to appreciate.

However, the big challenge to questions of identity occurred with the Enlightenment. The Enlightenment is an enormously important and wide-ranging philosophical movement that

dominated European thought in the 18th century. For the purposes of this conversation, the most important thing to understand about the Enlightenment was its challenge to religion and religious authority. Enlightenment thinkers were skeptical of religion. Inspired by the new science of Copernicus, Galileo, and Newton, they didn't believe in a God who directly controlled the world through his will. Instead, they believed in a universe of laws that were rational and discoverable by humans. They extended this understanding to society, where they argued that God played no role in politics or social hierarchies. Consequently, they reasoned, people could believe whatever they wish, but these convictions should play no role in politics, law, or society writ large. Religious tolerance should prevail.

Now, to be sure, what intellectuals believe is never a good barometer for society's widespread values. However, many of these intellectuals were important political figures or were listened to by those in power in 18th century Europe. Moreover, religion had been the source of so much conflict and warfare in Europe that many political leaders wanted to remove such sources of strife from their kingdoms and territories. Thus, religious tolerance gradually became part of the political framework of Europe. The spread of religious tolerance was uneven, but it eventually became the norm throughout most of Western, Central, and parts of Eastern Europe.

Religious tolerance led to what is often termed the Emancipation of the Jews. What is meant by this term is the removal of the legal restrictions, discriminations, and segregations that most European kingdoms and territories had in place for Jews. This allowed for Jewish integration into society. It was a major sea change in Jewish life and culture. Internally, Jews began to try and reconcile their religious beliefs with the new science and their newfound social, legal, and economic freedom. The innovation and dynamism of the era is still apparent in Jewish thought, religion, and cultural practices to this day.

However, the Emancipation of the Jews took place against the backdrop of growing nationalism and the crystallization of national identities in 19th century Europe. New countries were being formed, empires created, and rationales for conquest, imperialism, and atrocities were generated. As these nations crafted national identities (and vice versa), societies were beginning to ask what constituted a nation and who belonged to that community. As the most significant – and often only – minority in most European countries, these questions were always about the Jews.

For their part, the majority of Jews saw themselves as members of the nations in which they lived. Like their Christian neighbors, most Jews saw religion as a private matter, maybe even simply cultural heritage. The trend of secularization impacted Jewish and Christian communities alike. Just like many Christians no longer were as devout in the age of industry and science, yet still celebrated Christmas and Easter, so too did Jews often forego or adapt

aspects of the Law that had been so binding in centuries past and celebrated holidays more as family traditions than religious devotion.

Yet, for Jews, this continued to mark them apart. This still resulted in them being labeled the “other” in European countries. And it reinforced enormous social, cultural, and political discrimination. As a consequence, many Jews abandoned their faith. They stopped practicing all aspects of their religion. Many even converted to Christianity, not out of religious desire, but simply to assimilate.

However, the prejudice didn't stop. And this is where Jewish identity began to be understood in a different way. In 19th century racial constructs, to be Jewish wasn't a matter of religion. It was a matter of blood, a defining feature of race. A Jew could stop practicing Judaism, but that didn't make them any less a Jew under this construct. The Jews were understood to be a race. A race that was explicitly defined as non-white. Which meant that the discrimination continued. Some of the worse pogroms in Jewish history occurred in Eastern Europe during the late 19th and early 20th centuries. To escape prejudice and ethnic cleansing, many Jews emigrated. But millions stayed.

Just as there was a redefining of Jewish identity in the 19th century, anti-Semitism also underwent an evolution. The old anti-Semitic tropes discussed above remained. But added to them were conspiracies relating to communism and socialism. For the conspiracy minded, Jews created both socialism and communism. Consequently, anti-Semitism held that Jews were both wealthy, Christ killing, banking zealots who pulled the strings of world leaders at the same time they were revolutionaries trying to radically redistribute wealth and political power. These two conspiracies are non-sensical. They are what the historian Dr. Deborah Lipstadt (currently President Biden's anti-Semitism envoy) has called the paradox and contradiction of anti-Semitism. Yet they were powerful conspiratorial forces in Western societies.

The Importance of the Historical Context

The historical context described above is a brief, but important overview for the purposes of this project and for understanding the Holocaust. It is the background to the genocide of six million Jews. To be clear, the Nazis murdered millions of people who weren't Jewish. Their racial and racist ideology of Aryan (white) supremacy, as well as their concept of the master race led them to target and kill groups that they considered unsuitable. They killed disabled people, LGBTQ people, and 1.6 million Roma. They killed political opponents – primarily socialists and communists. Each of these deaths is a tragedy. Every victim of Nazi brutality and violence must be remembered. And it is critically important to understand that the extreme right-wing fanaticism of Nazism demanded conformity to a specific racist,

patriarchal, and anti-modern construct of society. Such constructs inevitably had many victims. But the Holocaust itself is about the Jewish people. Anti-Semitism was a foundational principle of Nazi ideology. It was the Jewish people who were the intentional targets of the Final Solution. It was the Jewish people that the Nazis intended to eliminate from Europe. The Holocaust was a final act of genocide and ethnic cleansing that was both an evolution of the history related above, and uniquely evil in its scope and scale.

Project Methodology

To be clear, it is unreasonable to demand that students (and the general public) have the specialized knowledge of Jewish history in Europe as described above. However, it is perfectly reasonable to expect some knowledge – however scant – of the outlined experiences and narrative. Given this, I designed a survey to solicit student understandings of the Holocaust, Jewish history in Europe, anti-Semitism, and the Nazi regime.

The survey consisted of 11 questions, nine of which will be analyzed for this project. These questions were specific, but open ended. Each question addressed a particular aspect of the Holocaust, anti-Semitism, Jewish history, and Nazism. The questions required students to put the responses in their own words, rather than select from preset phrases or sentences. Students were given unlimited time to complete this survey so that they felt comfortable giving their full thoughts without the pressure of completing within a certain time.

To elicit a high response rate, students were given extra credit for completing the survey. Unsurprisingly, the number of responses was quite high. There were 205 responses from across nine classes. Of the nine courses, six were US history courses (3 US I and 3 US II). Given the traditional demographic component of these classes at Wenatchee Valley College, the majority of respondents to the survey were likely Running Start students.

Analyzing the Response Data:

Question 1: What was the Holocaust?

For this particular question, students had a much higher knowledge rate than those surveyed in the studies referenced above. Only six students of the 205 surveyed did not know anything about the Holocaust, which is about 3 percent. However, there was a significant portion of the students who didn't believe that Jews were the intended or targeted victims of the Holocaust. Around 20 percent of the students listed Jews as merely among the victims of the Holocaust.

Question 2: Who was responsible for the Holocaust?

This question was difficult for students to answer. There is no consensus among Holocaust historians as to who is directly responsible for the Shoah. To be sure, everyone understands the Nazis and the Nazi leadership bear ultimate responsibility. But whether we blame Hitler alone, Nazi ideology, centuries of anti-Semitism, Nazi leaders, or others is a matter of a necessary and healthy historic debate. In terms of student responses, I was looking to see that students understood the principal actors in this question or were able to name at least one of them. In that regard, students did quite well. Only one student couldn't identify who was responsible for the Holocaust. Not surprisingly, this was also a student who had never heard of the Holocaust.

However, this is also a question that might benefit further investigation. Simply put, there was a lot of misinformation and incorrect generalization in these responses. It was clear that even though most students blamed the Nazis and Hitler for the Holocaust, they knew very little about either topic. For instance, numerous students extended blame for the Holocaust to Imperial Japan, which had nothing to do with the systematic murder of Jews on the European continent.

Question 3: How many Jews were murdered in the Holocaust?

This question was placed in the survey for two reasons. First, I wanted to assess how many students were familiar with the official number (which is an accurate estimate based upon the surviving evidence). Secondly, this question was designed to look for Holocaust deniers. I have had several during my career at WVC and this is the information that they regularly dispute.

Thankfully, I can report there were no Holocaust deniers in the survey pool. However, there were some surprising results.

Only fifty-five percent of students knew or were close to the official number of Jews murdered in the Holocaust. Roughly thirty-seven percent of students underestimated the number of Jews who died in the Holocaust. While the amount underestimated varied, generally speaking, the estimates were off by millions of deaths. Additionally, a small, but significant number of students insisted on talking about other groups murdered and persecuted by the Nazis, even though the question specifically asked about Jewish deaths.

Overall, these numbers are disconcerting to me. It's not that I think that every person should have an absolutely accurate toll of Jews murdered during the Holocaust. Rather, the overall trend of underestimating the deaths by several million provides an opening for misinformation and disinformation on the topic. And disinformation is a social and political plague that has had enormous consequences for our society and politics.

Question 4: Tell me what you think it means to be Jewish?

In many ways, this was the most complicated question of the survey. It required students to have some sense of the complexity of Jewish identity. To be clear, in this question, I was looking for students to acknowledge that Jewish identity is conventionally understood to be an ethnicity, religious practice, or both. A reasonably accurate response had to convey an understanding of both ethnicity and religious practice. It could not be simply one or the other. Only 26 percent of students surveyed provided a reasonably accurate response. And a large number of these contained misunderstandings and falsehoods. However, despite the inaccuracies, these responses indicated that they understood a Jew is either someone who was born Jewish or practices Judaism.

The vast majority of students (59 percent) understood Jewish identity solely in terms of religious practice. In their definition, a person was only Jewish if they practiced Judaism. To be clear, no student ever indicated what they meant by practicing Judaism. Nor did any indicate that they recognized how complex the questions of practice, observance, and obligation are to religiously observant Jews. The students simply generalized that Jewish religious practice was the only way to be considered Jewish.

Lastly, about fifteen percent of students simply had no idea what it meant to be Jewish or gave answers that were, frankly, non-sensical or confusing.

Before I move on to my interpretation of this data, I wanted to speak anecdotally about some observations in the responses. Many of the responses trafficked in anti-Semitic stereotypes. With the exception of one student, none of these appeared to be intentional. Rather, students had simply absorbed these tropes from popular culture and discourse. The two most common anti-Semitic stereotypes that I encountered in the survey responses involved physical appearances (i.e. Jewish noses) and confusion of nationality with ethnic identity (i.e. all Israelis are Jews or confusing the terms Jew and Israeli). For the former, I don't have much to say other than harmful stereotypes are hard to destroy. As to the latter, I think it isn't surprising. If you don't understand on a basic level what it means to be Jewish, then you make assumptions that confuse terms and issues. The 45th President of the United States has regularly confused Jew and Israeli on numerous occasions in public speeches, despite having a Jewish daughter and son-in-law.

Now, as to my larger analysis of the data, I have to say I don't find it entirely surprising for two reasons. First, Wenatchee Valley College's service district has a very low Jewish population.

There are so few Jews that live in this region, most people here have never known a Jewish person or had regular contact with one. Given this, it is unsurprising that students would turn to popular understandings of a people when they have such little first-hand experience with a group. In fact, students regularly pointed out in the survey that they had never known a single Jewish person or family.

Secondly, the service district of WVC is an area with a higher percentage of church attendance than the rest of the country. Given this fact, students often turned to their religious understandings of Jew – understandings that are rooted in the Bible and Christian sermons. These are not an accurate understanding of Jews – either in the past or today. But it is their one source of reference. A large percentage of students mentioned the words “Bible” or “Old Testament,” “Messiah,” or “God” when answering this question.

Apart from not having an accurate understanding of Jewish identity, this question reveals another problem – one suggested by many responses to the first question. If an individual doesn’t comprehend that Jewish identity could be understood to be an ethnic identity (and, in the case of Nazi law, a racial one), then the entire Holocaust is misunderstood. Rather than a genocide and ethnic cleansing, the Holocaust becomes a war on religion. In this false narrative, Jews weren’t targeted because of their ethnic identity, but because of their religious beliefs. Such bad history is dangerous and is probably why so many Christian groups today often invoke the Holocaust and Nazi Germany when they feel their religious views are being challenged. And if society as a whole doesn’t realize that Jews were targeted because of their ethnicity and Nazi racial constructs, then the argument goes unchallenged.

Question 5: What is Anti-Semitism?

An overwhelming number (83 percent) of students surveyed were able to give a basic definition of anti-Semitism or at least demonstrate knowledge of the attributes of anti-Semitism. However, this data must be understood with respect to the previous question. Simply put, students struggled to have an accurate understanding of Jewish identity in the aforementioned question. Consequently, it might be that students only understand anti-Semitism with respect to religion and not ethnicity or heritage. Based upon the responses, there is some indication of such a confusion.

Question 6: Yes or No: Were Jews persecuted and murdered because they were Jews in the centuries prior to the Holocaust?

This question was designed to assess whether students had any broad knowledge of the Jewish experience in Europe prior to the Holocaust. Overall, students had a general sense that there were persecutions, murders, and pogroms in the centuries prior to the Holocaust. However, twenty-six percent answered no. Of those, a significant number went beyond what was asked

to emphasize that the Holocaust was the only time that Jews were ever targeted because they were Jewish.

Question 9: Name as many concentration or death camps as you can.

The surveyed students did far better on this question than those surveyed in the national studies. Only 12 percent of students couldn't name a single concentration or death camp. Unsurprisingly, nearly every student named Auschwitz. One interesting observation from the responses, though, was that students had trouble distinguishing between ghettos and camps. A large number of students listed the Warsaw ghetto as a concentration or death camp. This confusion speaks to the larger narrative observed in this study. Students seem to have a broad, basic understanding of the Holocaust. However, their knowledge is often inaccurate and incomplete.

Question 10: Who were the Nazis?

This question was deceptively simple – and designed to be so. For this query, I was attempting to get a broad picture about what my students knew of the Nazis and their ideology. I wanted to know if students could identify the Nazis as an extremist right-wing political movement based upon fascism, anti-Semitism, eugenics, militarism, and imperialism. With respect to this definition, the surveyed students demonstrated a clear lack of understanding of the Nazis and their beliefs. Only two students correctly identified the Nazis and their beliefs. To be clear, ninety-nine percent of students did not have a true understanding of the Nazis. Such a result is staggering to say the least. On a more positive note, 21 percent of students were able to identify some aspects of the Nazis and Nazism.

With respect to the nearly eighty percent of students who couldn't identify any accurate information about the Nazis, most simply gave responses that ranged from the German people to Adolf Hitler or to the military. And while it is true that Hitler was a Nazi and many Germans were Nazis – including members of the military – it is not an accurate picture of the Nazis.

The problematic nature of this result should be obvious. If individuals have no accurate understanding of who the Nazis were, then it is easy to misrepresent the events of the Holocaust. Moreover, it leads to a population that is unable to identify Nazi style beliefs, politics, and movements in a contemporary context. It also allows people to use the term Nazi as a joke or insult in ways that are misleading, inappropriate, or simply disrespectful to those who have suffered under Nazi persecution.

Question 11: What is fascism?

This question is by far the most difficult of the survey. There is no scholarly consensus on a precise definition of fascism. In part, the lack of consensus reflects the nebulousness of fascism itself. Scholars and specialists all agree on the attributes and components of fascism. Fascism is an extreme right-wing political ideology that is anti-democratic, anti-modernist, imperialist, nationalistic, and totalitarian which was built upon ideas of social Darwinism and eugenics. However, fascism by design never embraced specific policy programs or political structures. The end goal of fascism is power concentrated in the hands of an elite that everyone else is compelled to follow. Moreover, fascist political parties rarely called themselves fascists, preferring to use other names like the National Socialist Workers Party (Nazis) in Germany or the Christian Party (also known as the Silver Shirts) in America.

As anticipated, students didn't fare well on this question. Only four students (around 2%) were able to provide a definition of fascism that contained most of the elements agreed upon by scholars and historians. Perhaps even more troubling, only eight percent were able to give an answer that included any of the features of fascism. By far the most common response on this question was that fascism is a dictatorship and authoritarian. While this is true, there are lots of extremist political ideologies on the right and left that are dictatorial and totalitarian. This in and of itself doesn't acknowledge the uniquely dangerous beliefs of fascism.

Simply put, most students have little to no understanding of fascism. With fascist movements on the rise in the United States and around the world (Italy is currently led by a pro-fascist party and nearly every member state of the European Union has significant fascist movements), it is problematic that students have such little knowledge of fascism.

Conclusions:

Before I summarize my thoughts about the survey data, I want to make an important point of emphasis. I did not engage in this survey to belittle students or to cynically expose information gaps. In general, a society can only be held responsible for the information environments in which they live. That is the key takeaway from these survey results. The information environments of these students appear to be quite limited. This limitation might be a reflection of the local K12 educational systems, the political persuasions of their communities, their news sources, or all of the above.

Whatever the reasons, while an overwhelming majority of students have heard of the Holocaust and can name a concentration/death camp, they have a serious lack of knowledge in many key areas. They demonstrate a real ignorance of Jewish identity, Jewish persecution in Europe, anti-Semitism, Nazi ideology, and fascism. Such ignorance is problematic, particularly given the rise in anti-Semitism in the United States and the growth of right-wing

extremism at home and abroad. As part of a diverse and democratic society, it is incumbent on members of said society to have a basic understanding of one another. It is also paramount that a democratic society comprehend the ideological threats to the democratic system.

Next Steps:

The results of this research project have spurred three distinct sets of actions for me. First, I am now evaluating my course offerings to address the concerns raised by the survey. In my Western Civilizations and World Religions courses, I have always made the Jewish experience an important part of the curriculum. And I spend much time and conceptual energy discussing fascism, Nazism, and the Holocaust in Western Civilizations III (which is where it falls chronologically). However, I need to work towards offering this course more often. Currently, I only have sufficient enrollment to run this class in the spring, which naturally limits the number of students who have access to the course and its information. Perhaps by increased promotion and working with the Running Start office, there will be opportunities to offer the class more frequently.

Secondly, I plan on incorporating deeper conversations about anti-Semitism and fascism into my United States History II course. I address these issues in the class, but I think the survey results call for a greater emphasis. In particular, I think it's important to address the presence of anti-Semitism in the United States in the decades before the Holocaust. Also, I want to highlight the presence of fascists and pro-Nazi sympathizers (i.e. Henry Ford, Father Coughlin, the Silver Shirts) in the 1920s and 1930s.

Lastly, I plan to continue surveying students. This survey was helpful and insightful. And having longitudinal data is essential in tracking long-term trends. However, I do think revising the questions is appropriate. There are ways in which I can be more specific and nuanced with the questions that will lead to better and more precise information. Furthermore, there are more results and conclusions to mine from the responses if I continue to look at the data. I am also considering doing a separate survey concerning genocide studies. The Holocaust is far from the only genocide in the modern era. I would be interested in knowing what our students understand about the genocide of indigenous peoples in the Americas, the Rwandan genocide, the Armenian genocide, and others.

RESIDENCE HALL ANNUAL REPORT

Michelle Cannaday

Overview:

- Residence Hall Occupancy:
 - *Summer quarter:*
 - 9 residents total
 - 5 continuing from the previous academic year.
 - 4 new and planning to remain for the upcoming academic year.
 - 19 Athletes chose Early Arrival due to practices (arriving late July/early August)
 - 4 Volleyball
 - 15 Men's Soccer
 - 2 male athletes left the hall early in the summer quarter, 1 for personal reasons, the other was asked to leave due to concern for their safety and conduct, and regarding alcohol policy violation.

- *Fall quarter:* 73 residents, out of a possible 74 (99% occupancy) at start of quarter.
 - 1st floor: Total of 24. 12 males; 12 females
 - 2nd floor: Total of 24. 18 males; 6 females
 - 3rd floor: Total of 25. 13 males; 12 females
 - Total of 43 males (59%); 30 females (41%)
 - Athletes made up approximately 62% of our residents (male/female combined)
 - A total of 9 residents left the hall either during or after the fall quarter.

- *Winter quarter:* 67 residents out of a possible 74 (91% occupancy) at start of quarter
 - A total of 3 new residents moved in for winter quarter, all males.
 - A total of 5 residents left the hall during or following the end of the winter quarter.

- *Spring quarter:* 66 residents out of a possible 74 (89% occupancy) at start of quarter
 - A total of 4 new residents moved in for the spring quarter, all females
 - A total of 9 residents left the hall during the spring quarter.

COVID-19 Related

- We experienced 4 COVID-19 outbreaks during the year beginning in January 2023.
 - 1st outbreak began January 20 - Total of 5 affected residents, all on the 1st floor.
 - 2nd outbreak began February 14 - Total of 2 affected residents, both on the 3rd floor.
 - 3rd outbreak began March 14 - Total of 3 affected residents, all on the 3rd floor.
 - 4th outbreak began April 14 - Total of 5 affected residents, all on the 2nd floor.
- Throughout the year we continued to provide face masks, hand sanitizer, and COVID-19 at-home tests.
- Due to the number of residents, we were not able to provide any isolation pods/rooms, however a contract was established with MyPlace Hotel for isolation needs, and Care Connect was utilized for providing food.
- Total of 5 COVID-19 Vaccine Exemptions were granted for the 2022 – 2023 academic year, all for religious purposes.
- Experienced difficulties with custodial refusing to clean the hall while there was COVID outbreak. Garbages were overflowing and residents didn't have toilet paper supplied.

Updates/Changes:

- We were able to hire a work study student that assisted in the Residence Life office from fall through winter quarter.
 - The student mainly helped with clerical tasks such as filing and data entry, but was also able to lend assistance with some Residence Hall tasks such as assisting in the collection of laundry quarters and passing out COVID tests during our outbreaks.
 - Evening and weekend on-call person was hired to give Residence Hall Manager time off from being on call 24/7 Guilherme Ferriera.
 - Associate Dean of Campus Life, Equity & Inclusion is leaving and will no longer be able to support Residence Hall Manager with back up support. Conduct support and general supervisory support for the Resident Hall.

Vice President of Student Services position currently vacant. Lack of support for higher level conduct and student safety concerns in the Residence hall.

Recent Accomplishments:

- Coordinated with facilities to repair 3 shower rooms that had visible water damage from prior years.
- With S&A funding, we were able to provide multi-Activity tables for each floor.
 - 7 ft dining table with storage benches; top flips over to ping-pong table or removes for pool table.
- Hosted multiple events throughout the year:
 - Scary Movie Knight – Halloween event with snacks, decorations, and costume accessories.
 - Thanksgiving Knight – full traditional Thanksgiving dinner with music and games.
 - Decorated each pod door and Common Room for the holidays for those that remained in the hall over the winter/Christmas break.
 - Casino Knight – Poker and Pool tournaments
 - Pancake Breakfast
 - Residence Hall Social (end of year celebration)

On-Going Goals/Current Projects:

- Creating online application form for Residence Hall to simplify application processing.
- Naming pods to create community and creating Residence Hall sweatshirts.
- Created a Google Form for residents to submit work requests in hopes of better and quicker communication from residents regarding repair and maintenance needs or requests for cleaning supplies.
 - Prior options have been a 1/2 sheet of paper to be filled in, or email notice has been accepted.
- Continued efforts to evaluate and monitor priorities concerning needs and wants for upkeep and improvements throughout the hall, with both short-term and long-term goals.
 - Necessary maintenance/upkeep concerning function and/or safety
 - Increased efficiency and/or cost lowering
 - Improved recreational space/activities to foster community and engagement among residents, and boost retention.
- Continued efforts to prevent water damage caused by shower floors getting wet by coating with Miracle Method – scheduled for August.
- Plans to continue installation of silicone water-dams on all accessible showers.
- The establishment of a Residence Hall Council is planned for the 2023 – 2024 academic year. The idea is to have more support for residents and for Residence Life.
 - Each of the 3 floors will have a Floor Representative who will assist with communication to and from residents, as well as support engagement efforts.
 - 1 Residence Hall Liaison who will work with the student senate to communicate between the campus and the Residence Hall regarding activities.

- 1 Sustainability Representative who will work with the Sustainability Committee and collaborate on activities and education for residents regarding sustainability.
- Seeking a student work study for next year to assist with custodial needs at the Residence Hall.
 - Currently a part-time custodial staff provides cleaning and stocking of paper supplies and soap.
 - At times there are more duties than can be handled by the part-time custodial staff.

Challenges/Future Needs:

- Largest resident population creating mid-year vacancies are athletes leaving when their season is over even though they have signed a year long lease.
 - Continued efforts for coach support through communication with their players regarding Residence Hall contract commitment, requirements, and penalties for breach of contract.
- Proper recycling has continuously been a struggle despite new recycling bins and labels.
 - Anticipated alleviation through establishment of Residence Hall Council next year, and with a more dedicated focus from student staff.
- Pursuing larger refrigerators to mitigate lack of food storage space for residents.
 - Conversations with the electrician have produced potential options and challenges.
- Pursuing upgrades to washer/dryer to take card payments to reduce burden on residents, Residence Life Manager, and cashier department.
 - Bank not wanting large deposits of quarters all at once.
 - Residents not having quarters/needing to exchange bills for quarters.
 - Time constraints to collect, roll, and take quarters to the cashier office.
- Large housing complex erected to the West of the Residence Hall poses concerns:
 - Unknown degree of influence surrounding behavioral issues that may involve and/or impact residents and the Residence Hall property.
 - Maintaining interest from students to seek the Residence Hall.

Future Outlook:

- Interest and retention is expected to be positively impacted through updates to appliances and continued maintenance needs, as well as goals to continue increasing resident support and opportunities for community engagement.

REGULAR MEETING

Supporting Documents

APPROVAL OF MINUTES

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES
Regular Board Meeting
May 17, 2023 – 3:00 P.M.
Wenatchi Hall - 3210

MINUTES

ATTENDANCE

Trustees Present:

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

Also Present:

Cabinet Members
Faculty Members
Students

CALL TO ORDER: 3:00 P.M.

LAND ACKNOWLEDGMENT

AGENDA MODIFICATION

The board of trustees reviewed the revisions to the ASWVC Bylaws during the work session.

Paula moved to amend the board agenda to remove the action item ASWVC Bylaw Update. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2331

APPROVAL OF MINUTES

April 19, 2023, Regular Board Meeting, April 21 Special Meeting and April 12 Board Retreat Minutes

Paula Arno Martinez moved that the minutes of April 19, 2023, Regular Board Meeting, April 21 Special Meeting and April 12 Board Retreat be approved. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2332

CELEBRATING SUCCESS

All-Washington Academic Team

In its 27th year, the All-Washington Academic Team recognizes students from the community and technical colleges in Washington State. The program has become the showcase for Washington's community and technical colleges because it honors individuals who have demonstrated a commitment to success and achievement in academics and in the communities in which they live. This recognition demonstrates the state's commitment to scholarship and community service on the part of those attending the state's public community and technical colleges.

Wenatchee Valley College students Juddy Kemunto Anyona and Tiffany Bryant were recognized as members of the 2023 All-Washington Academic Team.

Juddy Kemunto Anyona - Growing up in Kenya, Juddy was eager to get an education, but it was not until she was 33 years old and a primary caregiver for her husband with Primary Progressive Musclerosis and their two young children that Juddy was able to enroll at Wenatchee Valley College and begin her associate degree in nursing. An active volunteer and PTK member, her next goal is to earn her Bachelor of Nursing degree.

Tiffany Bryant - After struggling with her own mental health, Tiffany Bryant enrolled at Wenatchee Valley College at the start of the COVID-19 pandemic with the goal of pursuing a career that will allow her to help others. Now, at 38, Tiffany is the Vice President of the Psi Beta honor society and an active volunteer at WVC and in the community. She plans to transfer to Washington State University to earn her Bachelor of Science in psychology. Tiffany is also part of the 2023 All-Washington Academic Team Top 16.

Bird Fest Founders Award & Curator, Dr. Dan Stephens

The Wenatchee River Institute's annual Leavenworth Spring Bird Fest this May will include a bird collection open house on the Wenatchee Valley College Wenatchee campus hosted by biology faculty Dr. Dan Stephens and Biology Manager Jenny Ezepeleta. Professor Stephens is receiving a Bird Fest Founders' Award from the Wenatchee River Institute for his contributions.

Dr. Stephens has built and curated the bird collection over the past 30 years. The collection currently contains 460 specimens, including 160 species of birds from the American coot to the Western screech owl. Most of the birds in the collection died of natural causes and were brought to Dr. Stephens for preservation. More than 200 community members, ornithologists, students, colleagues and friends have contributed their time to collect, prepare and maintain the bird skins. Through their cooperative effort, Dr. Stephens has created a valuable collection that is available for scientific research and educational programs throughout the valley. Local schools and organizations such as the Wenatchee River Institute and Cascadia Conservation District use the birds to enhance their outdoor education programs.

NEW EMPLOYEE INTRODUCTION

Ty Jones introduced Jessica Bravo-Perez, Grants Coordinator and Cynthia Requa, Executive Director of Assessment, Strategic Planning, Institutional Research and Effectiveness (ASPIRE).

SPECIAL REPORTS

Katerine Barragan, ASWVC Wenatchee Representative

Senate member Miranda Rivera will be singing the national anthem at graduation. The Big Horn basketball event on campus was well received. The Spring Showcase was held on May 3 and it was well attended. Participation in the Apple Blossom was a great success. The last event of the year will be the student carnival. Next year's handbooks will be digital.

Abigail Steinshouer, ASWVC Omak President

ASWVCO events for the month of May included movie night and Stand Against Racism, Cinco de Mayo in collaboration with MeCHA. Working on ordering the plaque for the David Lindeblad memorial.

Patrick Tracy, AHE President

Patrick Tracy was not present to provide a report.

Wendy Glenn, Chief Steward WPEA

Wendy Glenn was not present to provide a report.

STAFF REPORTS

Brett Riley, Vice President of Administrative Services

Mr. Riley did not add to his written report.

Dr. Tod Treat, Vice President of Instruction

Dr. Treat did not add to his written report.

Dr. Faimous Harrison, President

Dr. Harrison did not add to his written report.

PUBLIC COMMENTS

There were no official public comments.

ACTION ITEMS

1. 2023-2024 Student Fee Schedule: Brett Riley, Vice President of Administrative Services.

The Wenatchee Valley College 2022-2023 Revised Operating Budget was reviewed in detail during the board work session.

Felicia Handcock Lewis moved that the 2023-2024 Student Fee Schedule be approved as presented. The motion was seconded by Wilma Cartagena and carried unanimously.

MOTION NO. 2333

2. 2022-2023 Revised Operating Budget: Brett Riley, Vice President of Administrative Services

The Wenatchee Valley College 2022-2023 Revised Operating Budget was reviewed in detail during the board work session.

Paula Arno Martinez moved that the 2022-2023 Operating Budget be approved as presented. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2334

3. 2024-2025 Academic Calendar: Dr. Tod Treat, Vice President of Instruction

The Academic Calendar Committee began meeting in October 2022 to develop the 2024-2025 Academic Calendar, as outlined in Academic Calendar Procedure 1400.600. Drafts #1, and #2 went out to all campus for review and comments were received from faculty and staff. Draft #2 was reviewed by cabinet and presented to the board for review.

Steve Zimmerman moved to approve the 2024-2025 Academic Calendar. The motion was seconded by Wilma Cartagena and carried unanimously.

MOTION NO. 2335

4. Policy Revisions: Reagan Bellamy, Executive Director of Human Resources

The trustees reviewed and discussed the following policies during the work session: 570.10 Exempt Staff Definitions, 500.010 Employee Definitions, 570.500 Exempt Holidays, 500.375 Shared Leave, 400.530 Hazing and new policy 000.360 Child Abuse or Neglect Reporting.

Wilma Cartagena moved to rescind policy 570.10 Exempt Staff Definitions and approve the revision to policies 500.010 Employee Definitions, 570.500 Exempt Holidays, 500.375 Shared Leave, 400.530 Hazing and adopt new policy 000.360 Child Abuse or Neglect Reporting. The motion was seconded by Phylcia Hancock Lewis and carried unanimously.

MOTION NO. 2336

ADJOURNMENT – 3:18 P.M.

CELEBRATING SUCCESS

2023 Distinguished Alumni Award

The Wenatchee Valley College Foundation Board of Directors has selected **Dennis Carlton** as the 2023 Distinguished Alumni Award recipient. The foundation received nominations for 12 alumni from across North Central Washington.

“This award was totally unexpected,” Carlton said. “WVC has been a part of me every step of the way. College should be a leaping point for everybody. Education is an opportunity to expand who we are and what we are.”

After growing up in Omak, Carlton enrolled at WVC in 1965 and attended classes on the Wenatchee campus since there was no Omak campus at the time. He said WVC professors made a significant impression on him.

After graduating from WVC with his associate degree, he went on to receive a bachelor’s degree in education with an emphasis in business from Eastern Washington University. Carlton began his career in 1970 with the Omak School District teaching business classes through the DECA high school business and entrepreneurial program. He later taught business classes at the WVC at Omak campus. Carlton then changed careers from education to business. In addition to owning and operating a variety of Omak businesses, Carlton has worked as a New York Life Insurance agent for over 47 years, receiving a variety of awards and achievements from the company.

Carlton is known for civic-mindedness, community leadership, small business advocacy and mentoring young entrepreneurs. He has held many leadership positions such as president of the Omak Performing Arts Foundation, president of the Omak Chamber of Commerce, president of the Loup-Loup Ski Foundation, president of Rotary Club of Okanogan-Omak, board member of the WVC Foundation at Omak and chairman of the Omak School Board.

The WVC Distinguished Alumni Award began in 1975 to recognize alumni who have distinguished themselves in their chosen professional field; made significant contributions to their community on a local, state, national or international level; and have demonstrated integrity in their personal life and gained the respect of their peers.

STAFF REPORTS

Brett Riley, Vice President of Administrative Services

Administrative Services

- Administrative Services continues to participate in design meetings for both the CTEI and Omak Health Sciences Center. We anticipate that the CTEI project to be submitted to the city of Wenatchee by the time of the June board meeting. The Omak Health Science Center may have to wait until later this summer as we await the outcome of our related real estate transactions.

Bookstore

- Bookstore services will transition from Barnes and Noble to eCampus for our bookstore services this summer. WVC recently signed a two-year contract with eCampus to establish an online bookstore presence for the college. WVC staff will work to get the site and infrastructure operational for the summer quarter and complete the rollout for the fall quarter.

Budget & Internal Auditing

- While we are requesting a continuing resolution as we move into the summer Dr. Harrison and Joanna are getting close to a final 23-24 Operating Budget.

Fiscal Services

- Fiscal Services continues to work toward year-end closing and working with the Budget office to get the existing budget rolled over for 23-24.
- Fiscal Services continues to make progress on financial statement audits for 21-22 and 22-23. We are currently waiting for our engagement letter from the external audit team to initiate the 2021-22 audit.

Facilities and Capital

- As stated prior, the Mish ee twie project is largely complete. A few minor warranty items remain.
- Omak Health Sciences Center- the project is about to go dormant until we identify funding.
- CTEI – addressed above
- Facilities staff are currently preparing documents for DES to initiate our 2023-25 slate of minor capital projects.

Safety and Security

- WVC participated in a tabletop exercise in May that will serve as the final administrative step before the full-scale simulation that is scheduled for June 23rd.

Information Technology

- IT recently rolled out Technology 101. An internal site to track work orders, access tutorials, and expand your IT knowledge base. So far, the team has received lots of constructive positive feedback.
- Summer projects:
 - IT is planning their Sexton move out in preparation for demolition related to the CTEI project.
 - SharePoint for departments- This project shifts previously locally stored files and shifts them to the cloud.
 - Policy and procedure assessment and revisions.
- VR for design - The IT Dept. is working with instructional departments to integrate virtual reality technology into the classroom.
- IT is also working closely with the Athletic Department to improve streaming capabilities to the soccer field.

Dr. Tod Treat, Vice President of Instruction

Educational Achievement

Faculty gathered on June 13 at the Wenatchee and Omak campuses for Dean's Day. Faculty engaged deeply in how to be student ready by creating a great employee culture and community, enhancing programs through assessment, and hearing from students about their experience at WVC. Special thanks to **Isaac Quezada**, **Beejay Robinson**, **Morgan Wicke**, **Katherine Barragan** and **Aaron Guerrero** for serving on the student panel.



Support for Learning

Under the leadership of our own Workforce Specialist **Jenni Jourdan** and **Tami McBride** with NCESD they planned an **Occupation Exploration**, May 31, that specifically worked with employers that highlighted some of our hands on and in demand career that are offered here at WVC. Faculty hosted attendees in their shops and learning spaces, including **Bob Griener** and **Tom Doherty** in Automotive Technology, **Greg Jourdan** in Environmental Systems and Refrigeration, **Zack Jacobson** in Industrial Technology highlighting Electronics, **Arius Elvikis** in Drafting Technology, and **Micky Jennings** in Machining Technology. **Mario Reyes** and **Uriel Escobedo** encouraged over 28 ABE students to attend! Attendees had great questions and were engaged with our faculty, employers, and staff while touring our campus.

Nursing **Faculty Committee, Belonging, Equity, Diversity and Inclusion (BEDI)** conducted a survey of nursing students to address needs associated with BEDI topics, committee is analyzing the data to help create goals for next year within the nursing program.

Diversity and Cultural Enrichment

Cecilia Escobedo, **Rhonda Yenney**, and **Sandra Villareal** attended the 35th Annual National Conference on Race & Ethnicity in Higher Education (**NCORE**) in New Orleans. In addition to individual learning, the team brought back a great deal of useful information for instruction and student services, including Digital Equity and Inclusion; the Evolution of Aloha as a means for healing generational trauma due to colonization; Closing Equity Gaps through a Culture of Collaboration and Caring; Undocumented Student Development; and Moving Past

Land Acknowledgments. As part of a summer retreat, members of Student Services and Instruction Leadership Team (SSILT) will be reflecting on these and other topics to enhance servingness as a student ready college.



Responsiveness to Local Needs

Participating in Statewide LPN Apprenticeship planning meetings to increase enrollment and address local nursing shortages. Preparing to celebrate 14 BSN graduates on 6-9-23 and 58 ADN graduates on 6-16-23.

Sustainability

Nursing submitted the HRSA grant with an a proposal for funding of 2.6 million to directly support nursing students on the Omak campus with goals to increase the diversity of the nursing workforce to better address the needs of the populations we serve by recruiting and supporting students and faculty from disadvantaged backgrounds and underrepresented minorities in the nursing profession.

Continuous Improvement

Nursing completed a follow -up visit report to CCNE and the DOH, identified areas of data collection that we are improving specifically related to student and faculty evaluations, the accreditation feedback will be the topic for discussion with the Connected Teaching BSN faculty on May 10th and will be documented in the Systematic Plan for Evaluation.

Enrollment Services (Admission & Registration)

The ES Team:

Maria Lagunas serves as one of the main points of contact for the community, provides support for student notifications, and processes enrollment transactions.

Cindie Martin serves as a main lead for the Omak campus in all matters of student support and is involved in many other functions including admission and registration of Transitions students.

Jennifer Perez joins us this month as our new Credential Evaluator. Jennifer is a former WVC student alum and is our first full time credential evaluator. We are looking forward to Jennifer being able to reduce student and staff wait time on evaluations.

Andrea Rolon serves as the primary admissions processor, accepts incoming student transcripts, assists with enrollment, and processes graduation applications. Andrea is extremely busy this time of year with graduation around the corner.

Ximena Sanchez is our new hire in Omak serving as the Customer Service Specialist. She helps provide student support to the office and provides customer service at the front desk with a warm and welcoming smile.

Maggie Segesser serves as the office lead, providing support to front-line staff, while handling most interdepartmental processes. Maggie is an invaluable resource to the college for most things' admissions and registration.

Kari Collen serves as Director of Enrollment Services/Registrar. Kari is new to WVC as of February 1 this year. Kari comes to us with seventeen years of working in the SBCTC CTC system, with WVC being her fourth college.

Application/Admit/Enroll:

Spring 2022 to Spring 2023, there was an increase of new students admitted, and of those an increase of those enrolled. The percentage of students who enroll after applying is currently 25%. We are also working with IT to send out automatic communications to students welcoming them to WVC after their application has been matriculated. This implementation will save staff time and provide quicker responses to students. NOTE: This does not reflect the number of students returning to WVC from previous enrollments.

Celebration: During the month of May, we successfully implemented the automation of admissions applications. The previous process included manually processing each application. On average, an application can take anywhere from five to ten minutes, longer in some cases. A separate process from this would involve emailing each student an acceptance letter that includes their new student ID number and next steps. This would add additional time to the process. The admissions and registration office receives hundreds of applications each quarter, up to 1,400 for the traditional fall quarter start. Working with IT, we have automated the welcome letter that students receive. Chad Evans has written a program that will identify students who have matriculated. Once the program sees a new matriculation, that student will receive a welcome letter. We are now accepting hundreds of students within minutes, saving staff time and providing timely communications to students.

Evaluations:

With the implementation of ctLink and moving to a new degree audit system, we are seeing an increase in requests for transcript evaluations. During the 2021-2022 academic year, 210 requests for transcript evaluations were processed. As of the present day, 245 requests have been processed with approximately 50 more in progress.

FERPA:

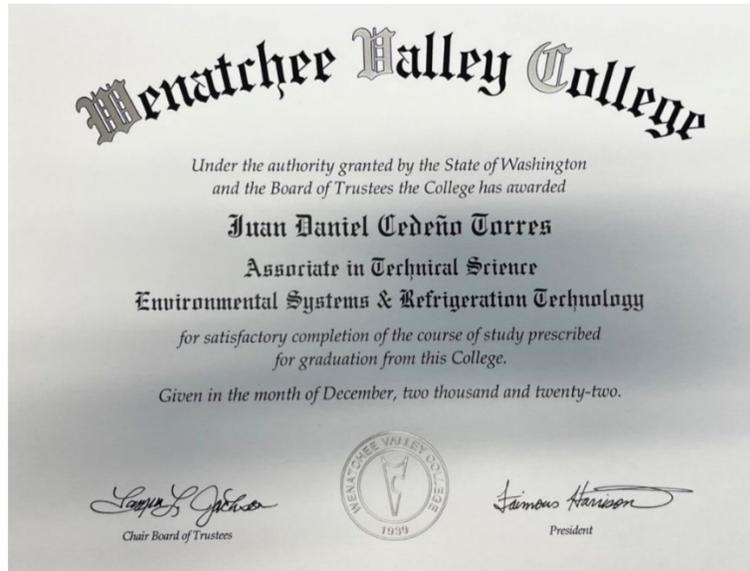
This month, the Admissions/Registration, Financial Aid, Running Start, Business Office, all agreed to use a standard form for FERPA release of information. Previously there were multiple forms per department, making it confusing for both students and staff. We have now institutionalized one form and procedure to make the process flow more efficiently.

Graduation:

The staff in Wenatchee and Omak are busy as ever with graduation preparations. This year we have made some changes in our graduation processing, such as incorporating deadlines for applications, getting students to apply sooner, so that we are able to evaluate the student's current academic progress with planned courses they need to take to complete their academic plan. We have also implemented an online application saving the student from manually writing their information, and from the ES staff having to do manual data entry.

Other updates:

The team is transitioning to a new vendor for diploma services. The new vendor will mail students credentials to them directly as opposed to the ES staff printing them on site and mailing. The new credential has a very polished look and feel to it with black and silver embossed writing which will be a nice contrast to the new sleek black diploma cover. Another change to note is that the new diploma cover will change from the gold state of Washington seal to the WVC seal from 1939. This transition will save staff time to work on other projects, and of course serving our students. (Picture below does not do it justice)



Financial Aid Updates

The financial aid team consists of **Maria Navarette, Michael Hicks, Tony Rosales, Laura Murphy, Jocelyn Vincent-Ramsey, Russell Burns, Luis Martinez-Roche, Jade Knell, and Ariana Rodriguez.**

Since the team's last report to the Board, they continued to make progress on several initiatives they began in the Fall. Outlined below are updates on the team's progress and accomplishments.

Awarding for 2023-2024

The team is excited to report that they began awarding for 2023-2024 the first week in April. This is the earliest Wenatchee Valley College has ever been able to award. Last year with all the staff transition and learning to navigate to CTCLink, they were not able to award until August. Awarding early is tremendous achievement for their department.

Financial Aid Program Approval

Maria Navarrete, Financial Aid Director, submitted an application to the Department of Education to get the Drafting Technology Certificate approved for Financial Aid. The Department of Education approved this request and now this certification is Financial Aid eligible.

CARES FUNDS

The Financial Aid office collaborated with the Counseling Department to identify students in need and use the remainder of the CARES funds. 146 students (\$339,790.89) were awarded this academic year and CARES funds are officially depleted.

2022-2023 Financial Aid Report

As we're getting ready to wrap up the academic year, here's a quick glance at the number of students that received Financial Aid and the amounts that was awarded each quarter.



Educational Planning Report to the WVC Board of Trustees

Jaima Kuhlmann, Director of Educational Planning

Liz Mendoza, Program Assistant

Noah Fortner, College Navigator

Isabela Rodriguez, College Navigator

Abby LeRiche, College Navigator for Allied Health and Nursing

Iris Rodriguez, College Navigator for Transitional Studies and Softball Coach

Updates

The team's last report to the Board was in February when they reported their positive impact on new student enrollment numbers, shared encouraging feedback and data related to the Online Advising and Registration (O.A.R.) Tutorial, described their professional development opportunities in the form of Educational Planning In-Services, and related their future goals around Student Alerts. This time they are sharing updates related to a larger comprehensive student communication plan they initiated last year and have been developing throughout the 2022-23 academic year. These efforts have had a beneficial effect on new student enrollment as well as retention and completion rates of current/continuing students.

Student Communication



Signal Vine, WVC’s conversational text messaging tool, engages prospective students and provides a means to support current students. Using Signal Vine, Ed Planning reaches more students than before and has been key in keeping new students on track with enrollment. These touchpoints helped contribute to a 20% increase in new student in-take and onboarding for fall of 2023 over fall of 2020 and a nearly 90% completion rate for students who started the Online Advising and Registration (O.A.R.) Tutorial prior to enrolling in fall 2023 classes.

Based on the team’s positive experience using Signal Vine with new enrolling students over the summer, the Educational Planning team began to develop an annual student communication strategy to provide current students with more and better information to navigate their college journey in general and WVC in particular. Ed Planning reviewed the Student Calendar and listed out key dates, additional academic advice and resources at strategic points in the quarter. Tailored content provides required resources and web links. Care was taken to include greetings in Spanish and English and made sure to identify Omak locations and resources in addition to Wenatchee campus resources. Student emails were shared to key student support partners across campus, so everyone was aware of the information and resources students were receiving.

Early indications are that the College Navigators’ weekly texting and email campaign is having a positive impact and is improving current student engagement. The hope is that these on-time enrollments for winter may translate into future improvements in retention. Ed Planning also collaborated with the Community Relations Department to collect and track web traffic data on several specific advising related WVC webpages. The team knows their efforts are having an impact and students are reading these messages because in October and November the web traffic data shows over 550 more page views on the Advising Day webpage (www.wvc.edu/advisingday) over the year before. The team is glad to see evidence that students are reading and responding to the increased messaging.



The team’s redesigned Advising Tools webpage (www.wvc.edu/advisingtools) also received a huge boost; more than doubling the number of page views due to the College Navigator’s outreach and promotional efforts.



Ed Planning is also identifying current students who have not yet enrolled for the next quarter and getting a text message reminder out prior to the start of the following quarter to encourage them to sign up for classes. Coordinated with the Technology Department (specifically Chad Evans and Larry Baker), Ed Planning was able to identify about 500 students each quarter who had not yet enrolled for the following quarter (fall-to-winter and winter-to-spring) after the enrollment period started but prior to the start of classes. The team has now established a regular schedule based on the Student Calendar show current students not enrolled in the next quarter and help facilitate better quarter-to-quarter retention. The team will track this data to see how much of an impact this has on enrollments.

Over the summer, Ed Planning will be revising the Student Alert notifications and creating a landing page online for specific resources geared towards retention. This page would be for a student audience, but Faculty Advisors and student support staff will also find it helpful. Based on some specific feedback received, the team will be working to create additional how-to videos to insert in the new student Online Advising and Registration (O.A.R.) Tutorial as well as develop targeted resources and advice based on individual needs students have identified in the Self-Evaluations embedded within the O.A.R. Tutorial.

Dr. Faimous Harrison, President

UPDATES:

1. Allocation “Funding” Model Changes

- a. **Brief presentation overview attached - pg 55.**
- b. Performance base funding and implications.
- c. Impact on Wenatchee Valley College (WVC)
- d. Overall – 50% or more of the operational or total budget for the college will have a performance base funding allocation tied to it.
 - Please refer to page 9 - 2023-2024 Operating Budget Allocation for additional information.
- e. The 2023-2025 budgets are not guaranteed. Colleges that grow at a much faster rate than other colleges will take funds away from underperforming colleges.
- f. The greatest impact of the new allocation model will be based on enrollment growth, retention, and meeting various performance outcomes/metrics.
- g. It will take up to 12-24 months to see substantial growth at WVC, and therefore, we need to be conservative and prepared to right-size enrollments for a three-year average.

2. 2023-24 WACTC Committee Updates:

- I have requested to serve on the Summer Allocation Model Presidential Taskforce in addition to the President Retreat this summer. This is essential to better understand the inner workings and how the new budget allocation model can have an adverse impact on the college.
- I will be the Vice Chair of the Equity Committee for the next academic year, and then the Chair for the 2024-25 academic year. The complete committee lists are listed below.

| Committee | Chair | Vice Chair |
|----------------------------------|----------------|--------------------------|
| Capital Budget | Rebekah Woods | Yoshiko Harden |
| Educational Services | John Mosby | Rosie Rimando-Chareunsap |
| Equity | Julie White | Faimous Harrison |
| Legislative & Public Information | Karin Edwards | Chemene Crawford |
| Operating Budget | Ivan Harrell | Carli Schiffner |
| Technology | Bob Mohrbacher | Amit Singh |

3. PACE Taskforce Updates and Next Steps:

- a. PACE Committee agreed to wait until the Wenatchee Valley College Equity Review Summary of Findings and the presentation by the consultants was completed before reconvening. **Please see the attached PowerPoint - pg 73 .**
- b. PACE Committee will discuss the two options that President Harrison brought forward. Dr. Harrison made the case that a consultant would provide recommendations, structure, and possibly minimal implementation of addressing the variety of concerns that seemed to plague the college in recent years. However, to change the culture and climate and transform WVC into a high-functioning learning organization where every employee and student is valued and has a place of belonging requires a comprehensive approach that will take many months and possibly a couple of years to interweave within the fabric of the institution.

- c. The PACE Committee met with President Harrison on Thursday, June 15, 2023, to discuss the options that was presented at the Shared Governance Committee earlier in the week. The topics and suggestions that we shared, include:
 - The change in leadership, personnel, and the ongoing reorganizational restructurings, and the objective to transition the college to a collective-ownership growth mindset institution still warrant a consultant to provide the college recommendations.
 - Would a comprehensive implementation approach where we bring in an outsider that can provide consultation, training, counseling, and behavioral intervention while building a culture of collective ownership, collective accountability, and excellence as part of the framework of the college be more appropriate? The individual would be an independent voice that would consult with the PACE Committee, work with all aspects of the college, and attend departmental, staff, and other group meetings to focus on assessment, encourage appropriate communication and engagement and provide the appropriate training, recommendations, and interventions for the college.
 - President Harrison's is in support of the PACE recommendation for option #2. With the support of the Trustees, President Harrison is proposing a Chief Climate, Culture, Diversity, and Belonging Officer, which will produce better outcomes across the board than an external consultant that would cost the college \$200K-\$400K minimum over two years for someone to not be on our campuses. As a former external consultant, it could cost up to \$50K for a college or university to have someone come in for a week. The first estimate we received was \$125K plus all expenses (travel, lodging, etc.) for someone to develop a plan and make minimal visits.
 - If approved, member(s) of the PACE Committee will be encouraged to serve on the selection committee.

4. Central Washington University Update:

- Central Washington University (CWU), like most other colleges and universities, has lost enrollment in recent years, which has had an adverse impact on the institution's budget and for them to fulfill its mission. Recently, the CWU Board of Trustees has approved the university to offer an associate degree. Unfortunately, CWU did not reach out to WVC or other colleges that could possibly be impacted before this decision was made. President Harrison and CWU President Jim Wohlpart have exchanged emails and will be scheduling a meeting to discuss this associate degree addition and the possible implications to our college and service area since the university currently has a presence on our campus.

5. Strategic Planning Updates:

6. TRIO Program Updates:

- a. TRIO Student Support Services (SSS) is excited to announce that we have 24 students graduating from WVC in June, and 17 scholars are transferring to a 4-year university, indicating that the transfer rate for TRIO SSS is 70%!
- b. TRIO SSS has promoted internship and scholarship opportunities to scholars throughout the year. We have had several students get awarded WAEF, Women's P.E.O, and Community Foundation scholarships in amounts ranging from \$1,500 to \$20,000! (Still collecting amounts/ awards)
- c. TRIO SSS scholars ended the winter 2023 quarter with an average GPA of 3.1

- d. Scholar news: MESA/TRIO SSS student was selected for a paid internship before he attends UW- Tacoma to pursue a degree in engineering. He will intern with Pacific Northwest National Laboratory office in Richland, WA, this summer.

7. End-of-Year Social Events:

- a. Thursday, June 8, 2023: Wenatchee Campus
- b. Monday, June 13, 2023: Omak Campus

8. Summer Objectives:

- a. Wenatchee Valley College/MISAWA Sister City Committee Summer English/Cultural Program, July 31 – August 12, 2023
 - First time in four years offering this program in person.
- b. Implement the external components of our focus groups, town halls, and other opportunities for engagement as part of our Strategic Planning process.
- c. Continuation of a WVC and WSU Contract Agreement on behalf of Northwest Public Broadcasting annual contract agreement – for review. **See handout - pg 105.**
- d. Complete some time-sensitive and important key hires for the college. We successfully added some key faculty for our instructional programs and a few staff members in June and will complete several searches for key leadership and management positions.
- e. Start the strategic alignment and reorganization processes as previously discussed.



SPLITTING HAIRS

Overview of the Allocation Model

Choi Halladay Deputy Executive Director for Business Operations

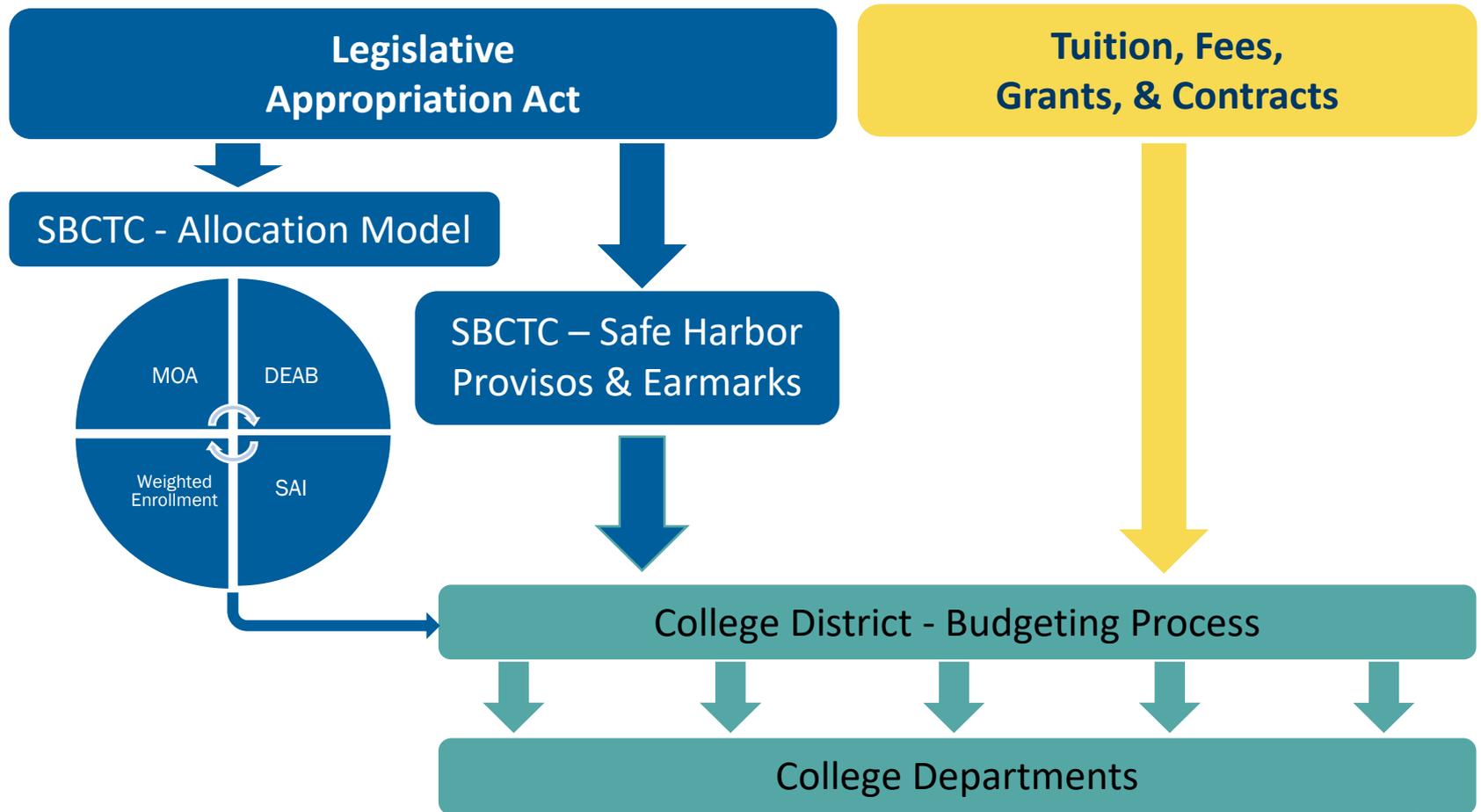
Stephanie Winner Interim Operating Budget Director

AGENDA

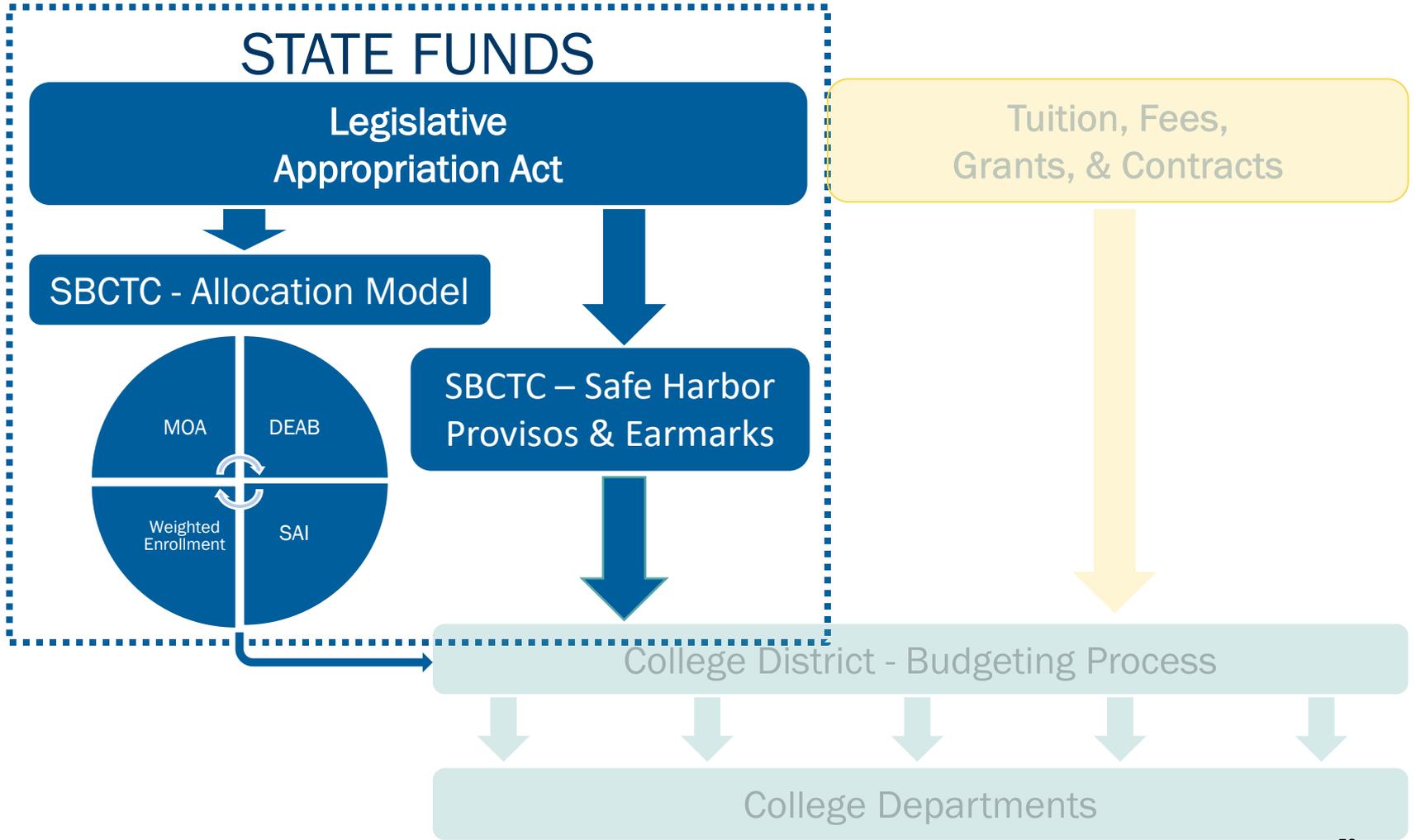
- Statutory Authority and Responsibilities
- Flow of Funding
- System Reliance on State Funds
- Common Funding Metrics
- SBCTC Allocation Model Overview
- Model Review and Investigation

STATE BOARD VS. DISTRICT FISCAL RESPONSIBILITIES

HOW THE DOLLARS FLOW...

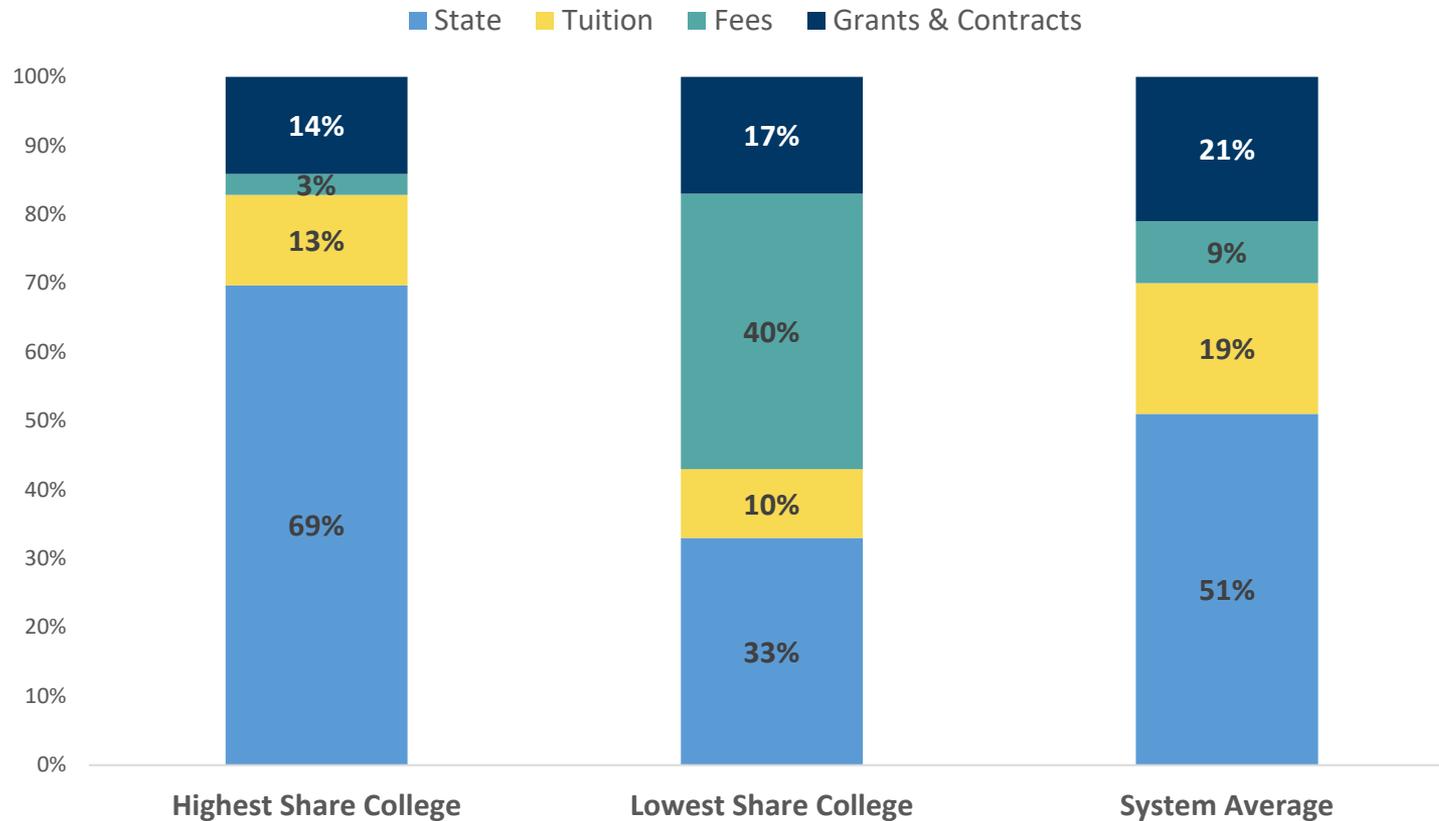


HOW THE DOLLARS FLOW...



COLLEGE RELIANCE ON STATE FUNDS

Variation in State Funds as Share of Total



ALLOCATION MODEL STATE OPERATING FUNDS

Common Funding Metrics
Where We're At Now
The Path Ahead

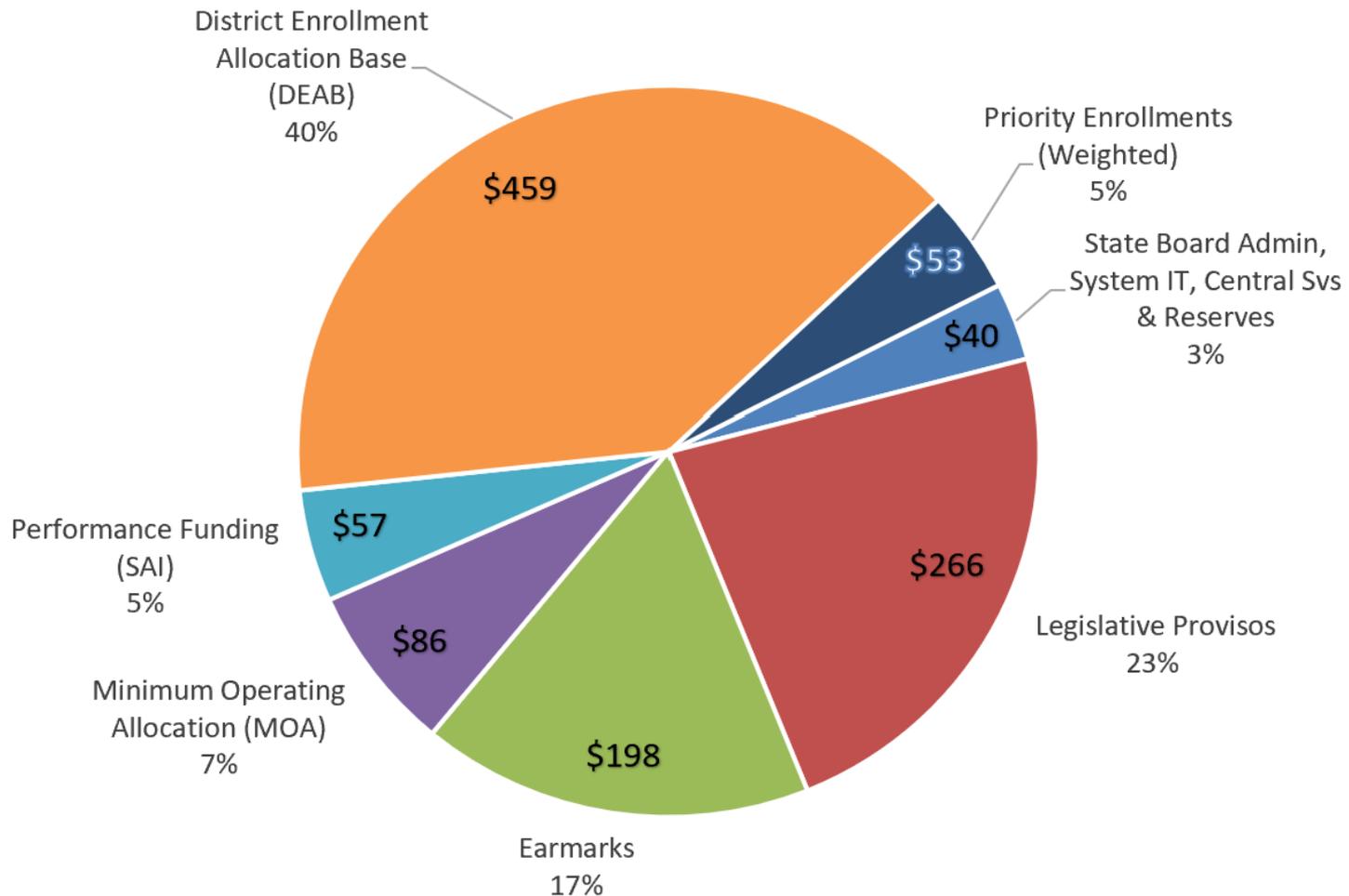


COMMON HIGHER ED FUNDING METRICS

| Funding Method or Metric | Brief Description | Variations | Washington / SBCTC |
|------------------------------------|---|---|--|
| 1. Incremental funding / Base-plus | Last year's funding rolls forward to the next year with incremental increases for COLAs or policy adds. | | Legislature funds higher ed institutions with incremental funding |
| 2. Base Operating Allocation | Funds for most basic level of operations. | Usually a flat amount. | SBCTC funds each college \$2.85 million per year. |
| 3. Number of Student Enrollments | Funding provided for each enrollment served. | FTE, Headcount, or Combo; Provided as set dollar amount (K-12) or share of total. | SBCTC: The largest pool of funds are distributed based on student enrollment target (measured by FTE) |
| 4. Performance Funding | Competitive funding tied to improved student outcomes. | Outcomes such as completions, employment outcomes, completions in workforce shortage areas, cost per degree or credential | SBCTC: Student Achievement Initiative (SAI) rewards several student milestones. Five percent of total state appropriation. |
| 5. Students' Field of Study | Additional funding for students in high-cost or otherwise priority fields of study. | Flat or percentage increase for certain types of courses | SBCTC: Students in BEdA, STEM, BAS or Skills Gap courses receive an additional .3 per FTE funding value. |
| 6. Students' Characteristics | Additional funding for students based on personal characteristics. | Low-income, Pell, students of color (usually historically under-represented) students with disabilities, veterans, non-traditional, and more. | SBCTC: SAI has points for historically under-represented students of color. |

2023-24 OPERATING BUDGET ALLOCATION

\$ IN MILLIONS





WHAT IS IN THE MODEL?

MINIMUM OPERATING ALLOCATION

Minimum amount for operations - \$2.85 million per campus (includes some M&O provided in the capital budget due to a Legislative fund swap in early 2000)

MOA

STUDENT ACHIEVEMENT INITIATIVE PERFORMANCE FUNDING

\$5.25 million in budget bill.
State Board policy allocates 5% of total State Appropriations
\$57 million in FY 24

SAI

WEIGHTED/PRIORITY ENROLLMENT FTE

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

- Adult Basic Education
- STEM
- Upper-level BAS
- Skills Gap

WEIGHTED
PRIORITY
FTE

DISTRICT ENROLLMENT ALLOCATION BASE

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

DEAB



LEVERS IN THE MODEL



LEVERS IN THE MODEL



WHAT IS OUTSIDE THE MODEL – SAFE HARBOR

CHANGES SINCE MODEL WAS DEVELOPED

2017-19 state budget
eliminated enrollment targets
for higher education

State Board maintained
budget enrollment target

Declining enrollment trend
compounded by COVID

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

Performance Funding metrics last reviewed in 2017-18

PRINCIPLES GUIDING THE PATH FORWARD

Stable and predictable

Understandable

Do as little harm as possible to
other colleges

Allow flexibility for local funding
decisions

Balance between
access/enrollments and
performance/student outcomes

“Right size” enrollments to track
as closely as possible to 3-year-
average actual enrollments

ALLOCATION MODEL UNDER REVIEW

PRESIDENTS' PLAN FOR SUMMER 2023 AND BEYOND

Allocation Model Academy for Presidents

Select Task Force Members

Review WACTC Equity Committee Summary

Review and Evaluate Other Allocation Models

Develop Work Plan for 23-24 Task Force



For follow up information contact:

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Stephanie Winner

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

QUESTIONS?

Wenatchee Valley College Equity Review

Summary of Findings

May 17, 2023



1

Meeting plan

1. Introduction and background
2. Overview of strategic plan
3. Findings from student-level data analysis
4. Findings from interviews and focus groups
5. Questions and discussion



2

Introduction and background



3

Our team



Shannon Davidson
Project Lead



Celeste Janssen
Strategic Planning Lead



Marbella Uriostegui
Qualitative Analyst



Michelle Hodara
Student Data Analysis Lead



Kellie Harry
Strategic Planning Facilitator

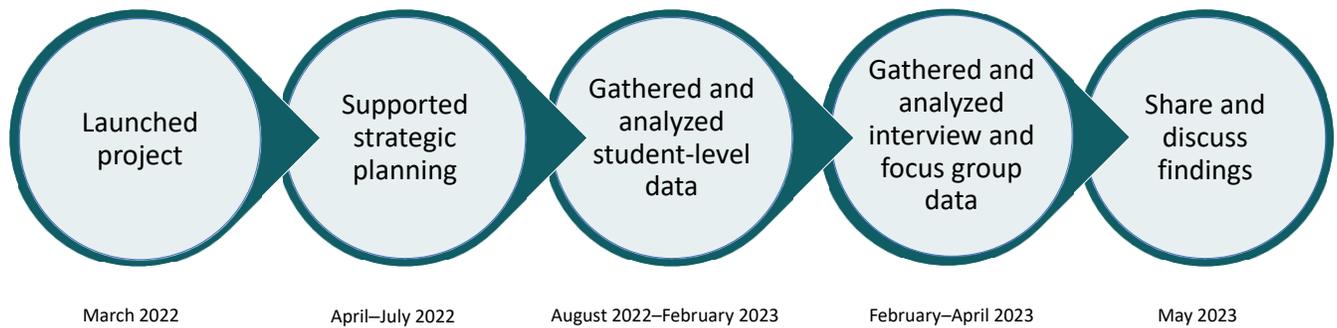


Ming Yin
Quantitative Analyst



4

Steps in the equity review and strategic planning project



5

Background



Erin Tofte, Associate Dean of Campus Life, Equity and Inclusion

- Objectives of the equity review
- Description of strategic planning

Find the Equity and Inclusion Strategic Plan here:

<https://www.wvc.edu/students/support/diversity/index.html>



6

Interviews and focus group sample

Faculty/Staff*

- Associate Dean of Campus Life, Equity and Inclusion
- Running Start staff (4)
- TRIO staff members (3) and tutor
- WVC staff* – Student Services and Instruction (5)
- WVC faculty – Omak campus (3)
- WVC faculty – Wenatchee campus (5)

**Some staff are also former/current students*

Students*

- Omak campus (3)
- Wenatchee campus (3)
- Transitional Studies (4)

**Students represented a mix of ages and dual enrollment status*

Interview/focus group questions covered supports and challenges related to equitable access to resources and opportunities.



7

| Overall | Percentage 100 | N 6201 |
|--------------------------------|--------------------------|------------------|
| Asian/Pacific Islander | 2 | 98 |
| African American/Black | 1 | 66 |
| American Indian/Indigenous | 2 | 150 |
| Latinx | 37 | 2314 |
| Other/Mixed | 9 | 565 |
| White | 48 | 3003 |
| Female | 54 | 3370 |
| Male | 43 | 2685 |
| Under 18 | 35 | 2200 |
| 18–21 | 41 | 2546 |
| Above 21 | 23 | 1455 |
| Pell | 35 | 2199 |
| No Pell | 51 | 3135 |
| Full-time | 44 | 2,740 |
| Part-time | 17 | 1,057 |
| Mix of full-time and part-time | 39 | 2,404 |

Student data analysis population

Our full sample includes **6,201** first-time, post-secondary, degree-seeking WVC students who started between summer 2017 and spring 2022.



8

What is a "post-secondary degree-seeking" student?

- The sample includes students whose record indicates that they are seeking a *post-secondary* degree at WVC.
- We understand that many Transitional Studies students in adult basic education (ABE) classes are seeking a high school degree or have a degree in their future plans.
- We were grateful to speak with Transitional Studies students and members of the WVC community who could share their perspectives during our site visit, and we include those perspectives in our findings.



9

Outcomes included in student-level data analysis

- Passing college English in the first year
- Passing college math in the first year
- Persistence from the first to second term
- College credits earned in the first year
- Certificate and degree completion

Today's presentation

- College credits earned in the first term
- Performance in high enrollment courses

Data appendix

Momentum metrics are early indicators that predict student completion in subsequent years: <https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-leading-indicators.html>



10

Student data analysis



11

Key takeaways from student-level data analysis



- Students under 18 years old, presumably including many Running Start students, outperform students over 18 in almost every early momentum metric at WVC



- Students with Pell grants are achieving higher outcomes than students without Pell grants



- We see opportunities to better understand, support, and improve outcomes for:
 - Students who are older than 21, particularly Latinx students in this age group
 - American Indian/Indigenous students
 - African American/Black students



12

Passing college English and math in the first year



13

Passing college-level English in first year

Among first-time students who entered between summer 2017 and fall 2021, **56 percent** passed college English in their first year.

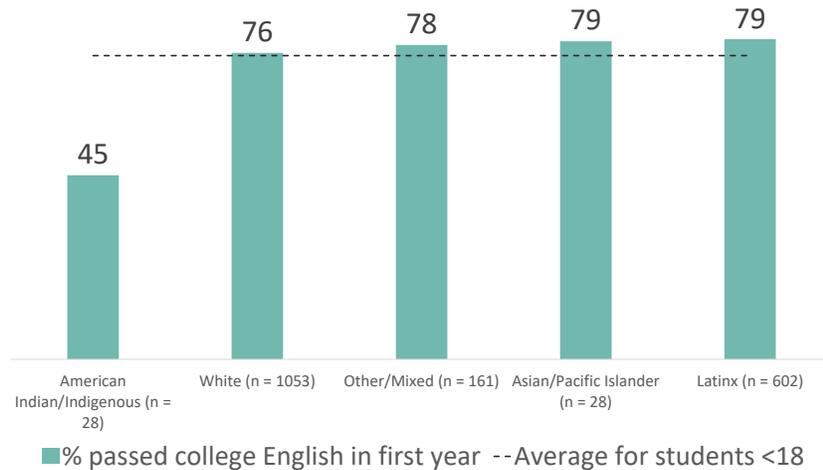
- Pass rates were higher for female students compared to male students across all racial/ethnic groups and age categories, except among 18+ Asian/Pacific Islander students.



14

75 percent of students younger than 18 passed college English in their first year

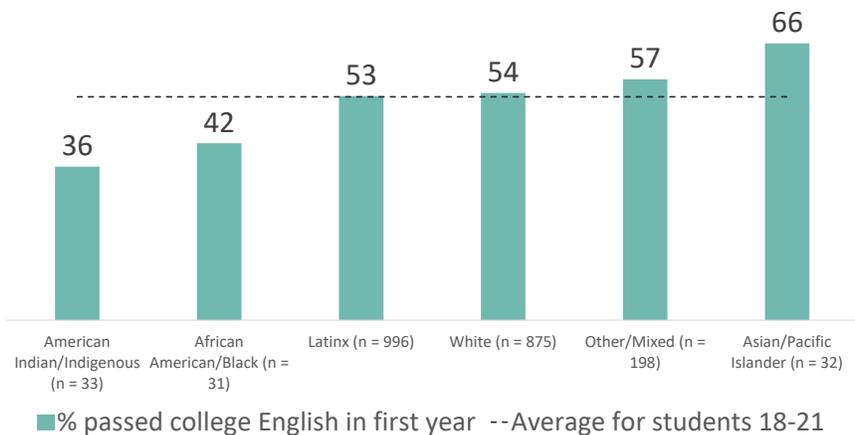
- Pass rates are highest in this age group compared to other age groups
- Latinx students had the highest pass rates
- American Indian/Indigenous students had the lowest pass rates across all three age categories
- *Findings for African American/Black students suppressed to protect student privacy due to small sample size*



15

53 percent of students aged 18 to 21 years old passed college English in their first year

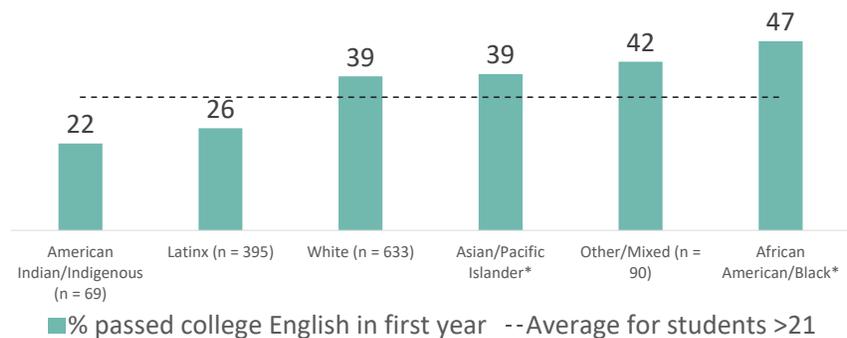
- Asian/Pacific Islander students had the highest pass rate
- American Indian/Indigenous and African American/Black students had the lowest pass rates



16

33 percent of students older than 21 years old passed college English in their first year

- Pass rates are lower for this age group compared to younger students
- African American/Black students had the highest pass rates
- American Indian/Indigenous and Latinx students had the lowest pass rates



17

Passing college-level math in first year

- Among first-time students who entered between summer 2017 and fall 2021, **39 percent** passed college math in their first year.
 - There are large differences in pass rates between female and male students within racial/ethnic groups, but few gender patterns (i.e., sometimes female students do better, and sometimes male students do better).

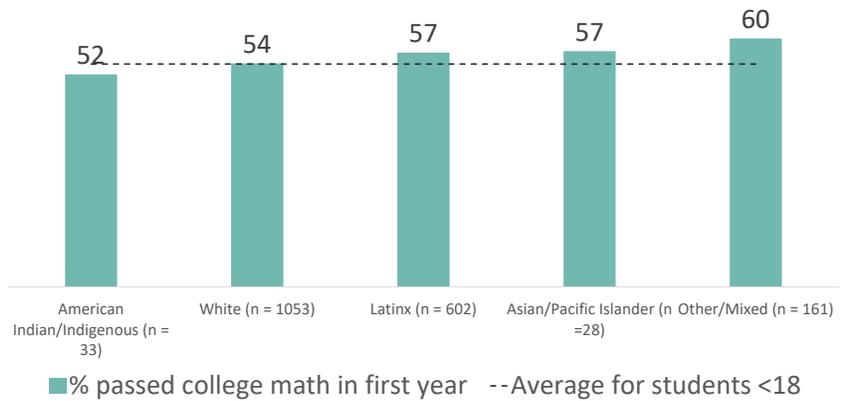


18

54 percent of students younger than 18 years old passed college math in their first year

EGO

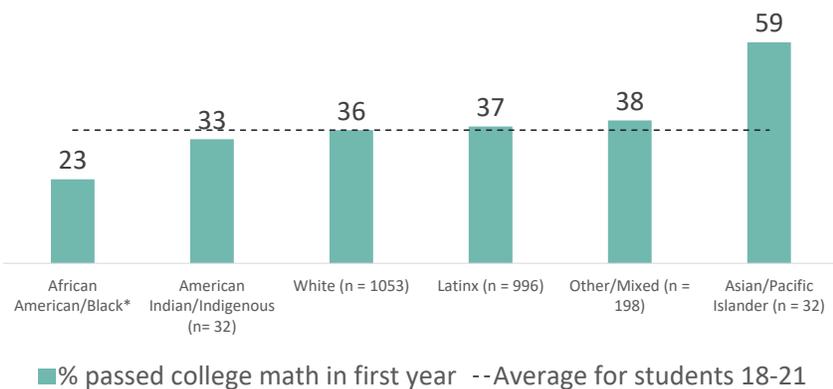
- Pass rates in math do not vary much for students younger than 18
- Findings for African American/Black students suppressed to protect student privacy due to small sample size



19

36 percent of students aged 18 to 21 years old passed college math in their first year

- Asian/Pacific Islander students had the highest pass rate, similar to the findings for English
- All other student groups had about the average pass rate for this age group, except African American/Black students



20

EGO Can the n = x info be put on a separate line? It looks odd when the line break comes within that parenthetical. Particularly between the Asian and Other categories here it could be clearer. I can't edit this stuff

Eric Gold, 2023-05-26T16:15:52.869

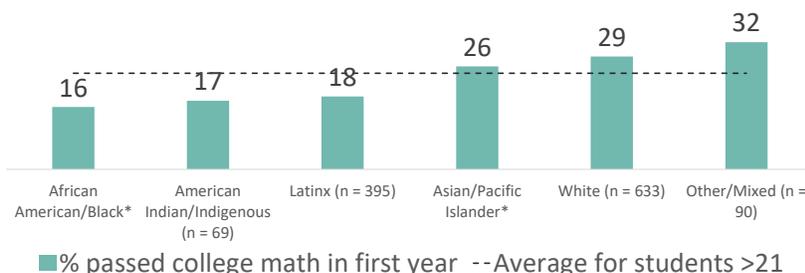
SDO 0 Good suggestion--I'll make this change before the presentation, thanks!

Shannon Davidson,

2023-05-26T21:24:24.944

24 percent of students older than 21 years old passed college math in their first year

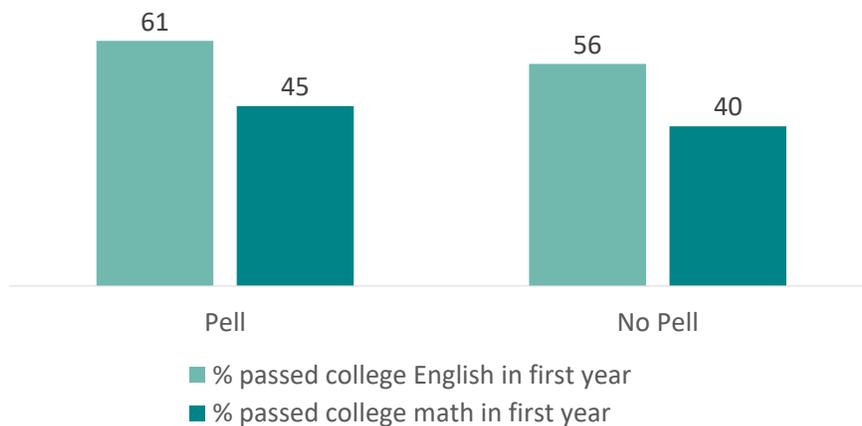
- Pass rates are lower for this age group compared to younger students
- African American/Black, American Indian/Indigenous, and Latinx students have below-average pass rates in this age group



21

Percentage of students who passed college English and math in their first year, by Pell grant status

Across all age categories, students with Pell grants were more likely to pass both English and math in their first year than students without Pell grants.



22

Persistence



23

Persistence first to second term

Among first-time students who entered between summer 2017 and winter 2022, **55 percent** enrolled fall to winter, winter to spring, or spring to summer/fall.

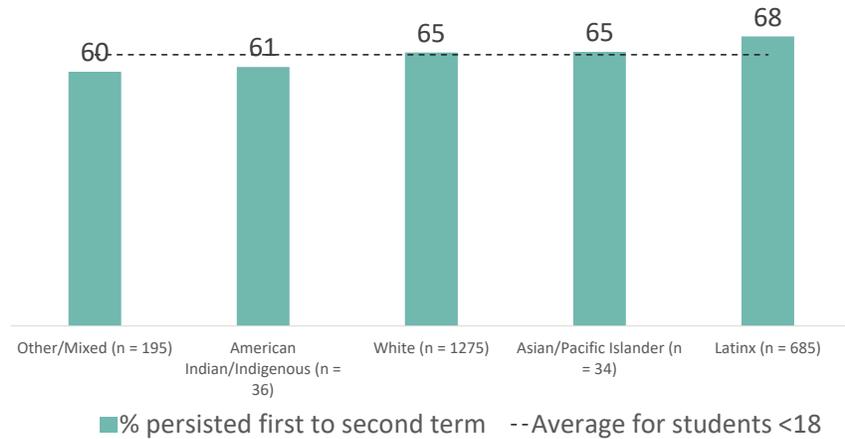
- The largest gender gaps in persistence were among African American/Black students aged 18 and older: Female students persisted at higher rates than male students.



24

64 percent of students younger than 18 years old persisted from their first to second term

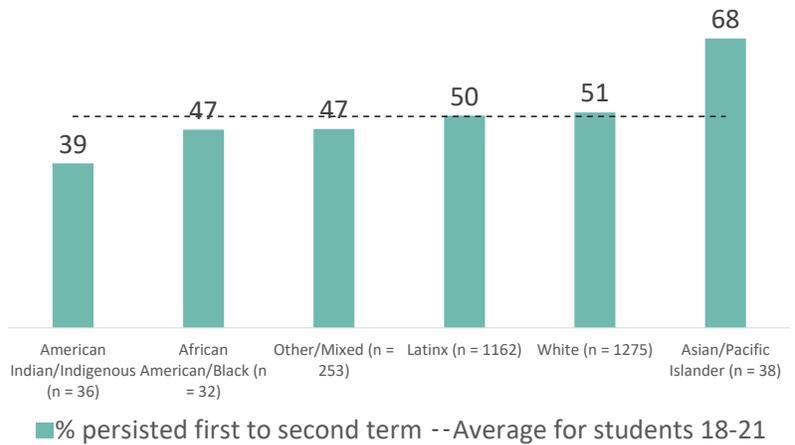
- Persistence rates from first to second term were somewhat consistent
- *Findings for African American/Black students suppressed to protect student privacy due to small sample size*



25

50 percent of students aged 18 to 21 years old persisted from their first to second term

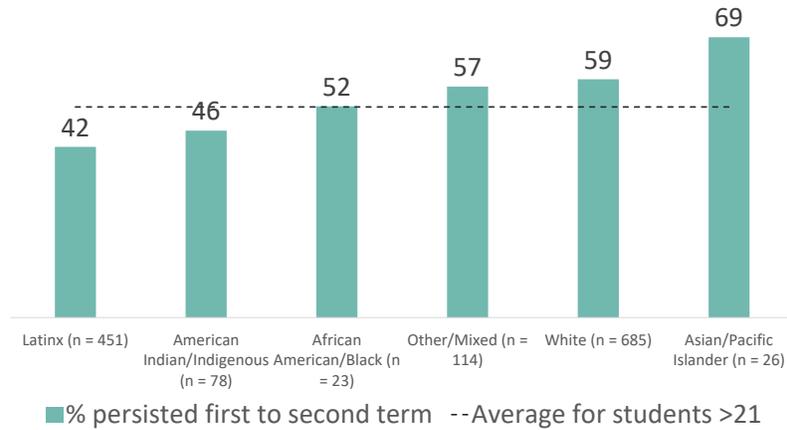
- Asian/Pacific Islander students had the highest persistence rates
- American Indian/Indigenous students had the lowest persistence rates



26

52 percent of students older than 21 years old persisted from first to second term

- Asian/Pacific Islander students had the highest persistence rates, similar to students aged 18–21
- Persistence rates for Latinx students became progressively lower as student age increased



27

College-level credits earned



28

College-level credits earned

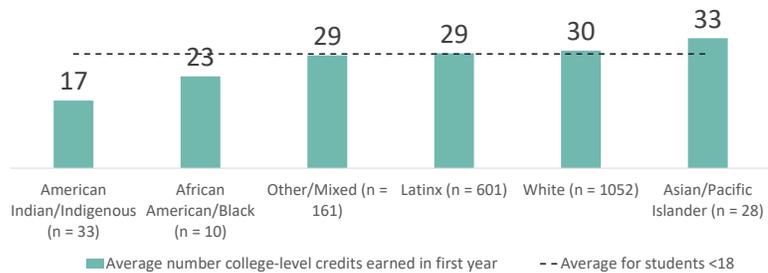
- Students who entered between summer 2017 and fall 2021 earned, on average, **24 college-level credits** in their first year
- Students who entered between summer 2017 and spring 2022 earned, on average, **9 college-level credits** in their first term



29

On average, students younger than 18 years old earned 29 credits in their first year

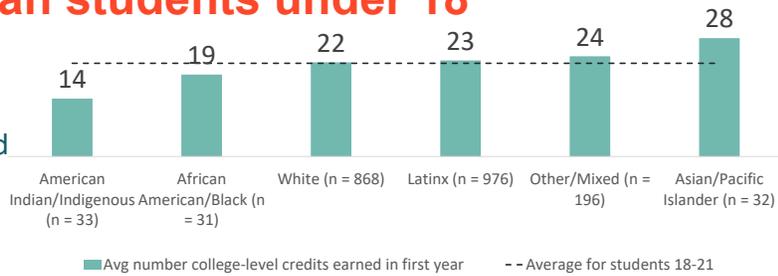
- Asian/Pacific Islander students earned the highest number of credits in their first year
- African American/Black students and American Indian/Indigenous students earned the lowest number of credits in their first year
- All other students earn a similar number of credits in the first year



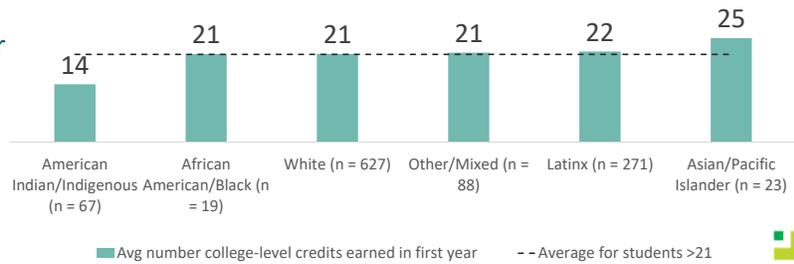
30

On average, students 18 and older earned fewer credits in their first year than students under 18

- Students aged 18–21 earn fewer credits in their first year compared to students younger than 18



- Students older than 21 earn fewer credits compared to students in other age groups



We see a similar pattern across racial/ethnic groups in all age groups



31

Credential completion



32

Credential completion within three years

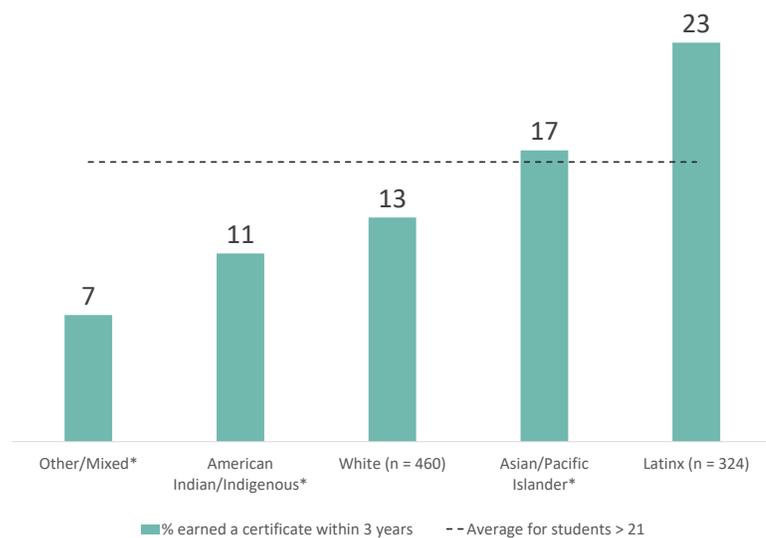
- Among students who entered between summer 2017 and fall 2019, **6 percent** earned a certificate within three years and **30 percent** earned an associate or applied baccalaureate degree within three years
 - Among these certificate earners, it took **5 terms** to complete on average
 - Among these degree earners, it took **8 terms** to complete on average



33

16 percent of students older than 21 years old who started at WVC between summer 2017 and fall 2019 earned a certificate within three years

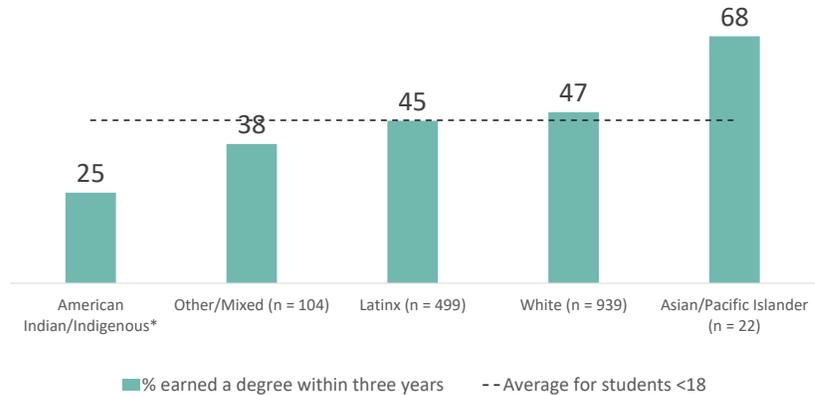
- Latinx students over 21 have the highest rate of earning a certificate within three years
- *Findings for African American/Black students suppressed to protect student privacy due to small sample size*



34

45 percent of students younger than 18 years old who started at WVC between summer 2017 and fall 2019 earned a degree within three years

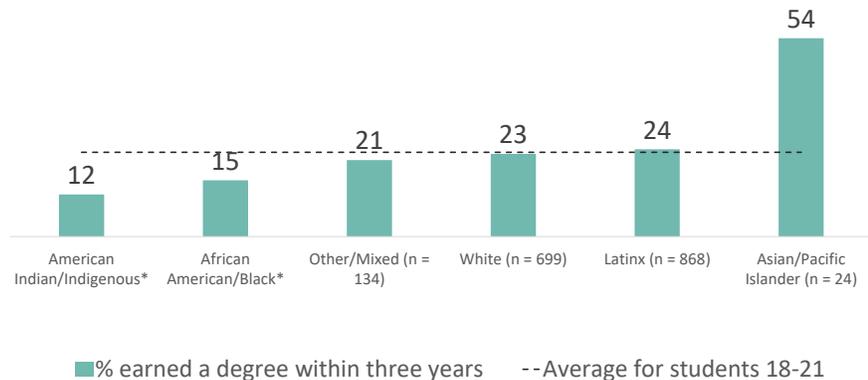
- There is wide variation in degree completion
- Asian/Pacific Islander students have the highest degree completion rates and American Indian/Indigenous students have the lowest completion rates
- *Findings for African American/Black students suppressed to protect student privacy due to small sample size*



35

23 percent of students aged 18 to 21 years old who started at WVC between summer 2017 and fall 2019 earned a degree within three years

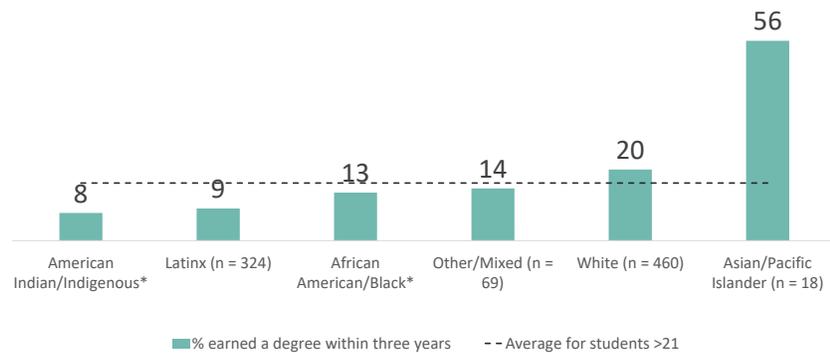
- Degree completion rates are lower for this age group compared to students younger than 18
- There are somewhat similar patterns across race/ethnicity compared to students younger than 18



36

16 percent of students older than 21 years old who started at WVC between summer 2017 and fall 2019 earned a degree within three years

- Degree completion rates are lower for this age group compared to younger students
- Degree completion rates for Latinx students became progressively lower as student age increased



37

Questions for you

1.

What **questions** do you have about these findings?

2.

What is **missing** from these findings that you would like to see?

3.

What **recommendations** do these findings raise for you?

4.

What **next steps** do these findings raise for you?



38

Interviews and focus groups



39

Four focus areas from the Equity and Inclusion Strategic Plan

- **Students**
- **Staff, Faculty, and Administrators**
- **Systems and Culture**
- **Community Partners**

Equity & Inclusion Strategic Plan for
Wenatchee Valley College 2022-2024

40

Key Themes from Interviews and Focus groups



Equity & Inclusion Strategic Plan for Wenatchee Valley College 2022-2024

• Students

- Navigating complex systems
- Accessing advising and guidance

• Staff, Faculty, and Administrators

- Fostering connections and belonging
- Accessing resources equitably across departments and campuses
- Meeting students' evolving learning needs and preferences

• Systems and Culture

- Fostering a culture of inclusion that recognizes student assets and capabilities
- Demonstrating institutional commitment to equity

• Community Partners

- Ideas for strengthening partnerships by following action steps in strategic plan

41

Four focus areas in the Equity & Inclusion Strategic Plan: Students

Students | Students feel empowered, connected, included, and have a sense of belonging within the WVC family and are provided tools to successfully navigate our systems.

42

Student challenge: Navigating complex systems

"I don't like that there's like CTC login and then there's Canvas and that there, those are two different spots to like find what you need."

– WVC student

"We have different systems and if it weren't for staff members guiding the student through it can be pretty difficult for a student to know what they need to get done to register for classes or the steps needed."

– WVC faculty/staff member



43

Student challenge: Accessing advising and guidance

"I don't understand because there are [different kinds of English classes] and I don't know which one I need to be in...I don't know if I would just start at 100 or 90 or something. So I need to talk to someone."

– WVC student

"There was a way to find [the name of my advisor] on the registration for your class website, but I did not know how to find that. It's in a really weird spot. So, I wish I maybe got like an email when I first got accepted just saying like, you know, you got accepted and this is who your advisor is, because I didn't know who it was."

– WVC student



44

EGO Generally in reports we use italics for block quotes (no quotation marks). I'm not sure you need both here, but not a big deal if you prefer it this way

Eric Gold, 2023-05-26T16:41:14.429

Student support: Running Start and TRIO are important sources for guidance

"I have a lot of questions and I'm just glad that I don't get treated like, 'Oh, it's you again, you know, she's back.' [TRIO staff are] always welcoming and excited to see me, so that's cool."

– WVC student

"I took two math classes my first year. One of them was a natural science credit because I don't like science and I was like, oh, math can count. I'll do that instead."

– WVC Student (Running Start)



45

Student support: Running Start and TRIO are important sources for guidance ... but are not accessible to every student

"TRIO is amazing and Running Start, we have these amazing support systems and like certain pockets and I just think that we need so much more of that for our average student who's just walking off the street and trying to get an education here."

–WVC faculty/staff member

"They're mapping out high school requirements and certificate or two-year degrees so the student can have a bigger picture of like, okay, this is what I'm doing for the next two years. I don't think that WVC as a whole is doing that for adult college students"

–WVC staff member



46

Student opportunities: Students request more access to advising and other resources

Suggestions from focus groups:

- Offer more comprehensive orientation/welcome program to raise awareness of resources, including transfer resources for Transitional Studies students
- Fill staffing shortages and allow for more personalized time with each student
- Make advising resources, including multilingual resources, easier to find and navigate
- Develop an annual schedule to clarify when courses are offered and make long-range planning easier
- Make efforts to normalize help-seeking (e.g., tutoring, asking instructors for help)
- Streamline communications systems



47

Four focus areas in the Equity & Inclusion Strategic Plan: Staff, Faculty, and Administrators

Staff, Faculty, and Administrators | WVC staff, faculty, and administrators center DEI to create a safe and supportive environment for our diverse students and employees. We strive for diversity in our employees that is reflective of the community we serve.

48

Faculty/staff challenge: Meeting students' needs for flexible academic options, including online and hybrid courses

"You need a different set of tools to reach students online ... It's a different format, so it makes sense that you would need some different tools."

– WVC faculty/staff member

"A lot of our students have non-standard class time availability because of work."

– WVC faculty/staff member

"There are people that would prefer to come to campus in the evening and others want to stay on Zoom, and [that is a] tricky balancing act that we're constantly engaged in."

– WVC faculty/staff member



49

Faculty/staff strength: Relationships are important for fostering connection, inclusion, and belonging

"It doesn't really even matter how challenging or difficult the course is ... if the professor is engaging and is trying to help you and is treating you like a human."

– WVC student

"Seeing how instructors and staff interacted with me, I just knew that if I ever got into a position where I could make change, I was not going to make the student feel like it was a transaction."

– WVC staff member



50

Faculty/staff challenge: Equitable access to resources across departments and campuses

“We [at the Omak campus] don't feel like we are a part of the larger college system or the larger college. So instead we just take matters into our own hands [to] make this a space where the students feel valued. Because even if my voice isn't valued, that cannot prevent me from providing for my students.”

– WVC faculty/staff member (Omak Campus)

“Transitional Studies students are in a new building. They love being there. I've had students tell me they finally feel like they're becoming a part of the college.”

– WVC faculty/staff member



51

Faculty/staff opportunities: Strengthening supports can promote positive outcomes for students

Suggestions from focus groups:

- Create more opportunities for student voice and participation in leadership
- Support hiring to fill staffing shortages, especially staff who represent students
- Provide training and professional development on topics such as advising, culturally responsive teaching, social justice, remote teaching/learning, and implicit bias
- Ensure instructional supports are equitably provided across departments and campuses



52

Four focus areas in the Equity & Inclusion Strategic Plan: Systems and Culture

Systems and Culture | WVC systems and institutional culture will be DEI centered with the goal of normalizing inclusion and equity. WVC Board of Trustees, Cabinet, and leadership will create policies that will represent the cultural complexity of our district.

53

Systems and culture challenge: Increasing student access to educational materials and meeting their basic needs

“I have many students who don't have internet or computers, and so everything they can do, they can do on pen and paper or their phones.”

– WVC faculty/staff member

“We need to be telling people out in the community what we offer, and the supports that we offer. They're going to be okay if they're come here, they're not going to be alone in the wilderness.”

– WVC faculty/staff member



54

Systems and culture opportunities: Demonstrating commitment to diversity and inclusion at the highest levels

“The most important part is like, is the college really willing to do those changes, because the ideas are there, the suggestions are there, the data is there. Is the willingness to do that there? That's my question.”

– WVC faculty/staff member

“Because there is not a cabinet-level DEI position, those efforts end up getting siloed a bit ... it should be more of a cabinet level discussion around how we are meeting these needs.”

– WVC faculty/staff member



55

Systems and culture opportunities: support from institutional leadership will provide a strong foundation for equity efforts

Suggestions from focus groups:

- Create a cabinet-level DEI position to increase the college's capacity to address targeted change for equity and inclusion on campus
- Increase awareness of grants, scholarships, Transitional Studies classes, and public benefits
- Revisit campus policies that may be exclusionary (e.g., parking restrictions on campus, social security requirements for hiring)
- Ensure that resources are equitably provided to departments and programs at both campuses



56

Four focus areas in the Equity & Inclusion Strategic Plan: Community Partners

Community Partners | Our community and partners see WVC as a valued resource for partnership, investment, and a beacon for inclusion and cultural exchange.

The Equity & Inclusion Strategic Plan offers a comprehensive and thoughtful series of next steps for strengthening partnerships and continuing to promote equity across the WVC community and raise awareness of WVC opportunities.



**Equity & Inclusion Strategic Plan for
Wenatchee Valley College 2022-2024**

Questions and discussion



Questions for you

1.

What **questions** do you have about these findings?

2.

What is **missing** from these findings that you would like to see?

3.

What **recommendations** do these findings raise for you?

4.

What **next steps** do these findings raise for you?



**MEMORANDUM OF AGREEMENT
BETWEEN
WENATCHEE VALLEY COLLEGE
AND
WASHINGTON STATE UNIVERSITY**

This Memorandum of Agreement is made and entered into by and between **WENATCHEE VALLEY COLLEGE**, hereafter designated as **WVC**, and **WASHINGTON STATE UNIVERSITY**, hereafter designated as **WSU**, for the purpose of WVC providing telephone and computer network access to WSU/Northwest Public Broadcasting NWPB personnel in the John Brown Library on the WVC, Wenatchee campus. This Agreement replaces any and all other prior agreements between WVC and WSU for this purpose.

I. GENERAL PROVISIONS

During the term of this Agreement, WVC and WSU agree they are equal opportunity organizations. There shall be no discrimination against any participant in either college because of race, color, creed, marital status, religion, gender, sexual orientation, national origin, age, veteran status, the presence of any sensory, mental or physical handicap or political affiliation or belief.

The use of facilities provided will be for lawful purposes.

WSU/NWPB employees will adhere to WVC regulations concerning communications network and facility use.

II. SEPARATE RESPONSIBILITIES OF THE PARTIES

WVC will establish and maintain telephone and data network access for two WSU/NWPB employees in the interactive television (ITV) control center in rooms 9104 and 9104A in the John Brown Library Building, located on the Wenatchee campus, in exchange for the payments described below.

WSU will pay WVC a flat use fee of \$2,464 annually for the provision and maintenance of the network and connections. WVC will provide an invoice for payment to NWPB on July 1st of each year of the agreement.

IV. JOINT RESPONSIBILITIES

WSU shall be responsible for consequences of any act or failure to act on the part of itself, its employees or agents. WVC shall be responsible for consequences of any act or failure to act on the part of itself, its employees or agents. Accordingly, each party shall be held responsible for its own negligence, and each party shall hold the other party harmless for any loss which results therefrom. Neither party shall assume any responsibility to the other party for the consequences of any act or failure to act of any person, firm or corporation not a party to this Agreement.

All parties to the agreement shall comply with all state, federal and local laws, rules, regulations, and orders.

V. TERM AND MODIFICATIONS

This Agreement becomes effective July 1, 2023 and shall continue until June 30, 2028. The Agreement may thereafter be extended upon the mutual written consent of the parties.

Either party may terminate this Agreement upon not less than sixty (60) days written notice to the other party.

This Agreement may be modified by mutual agreement of the parties in writing. Such modification shall be signed by authorized representatives of the parties and attached to the Agreement.

The implementation and administration of this Agreement shall be by the Director of WSU Chelan County Extension and the WVC president and/or their designee.

All official notices required under this Agreement shall be given as follows:

NOTICE TO WVC: Wenatchee Valley College
Vice President of Administrative Services 1300
Fifth Street
Wenatchee, WA 98801

NOTICE TO WSU: Northwest Public Broadcasting
P.O. Box 642530
Pullman, WA 99164-2530

With Copy to:

WSU Office of Business & Finance
Attn: Contracts Manager
P.O. Box 641045
Pullman, WA 99164-1045

WENATCHEE VALLEY COLLEGE

**WASHINGTON STATE UNIVERSITY
Northwest Public Broadcasting**

Approved By:

Approved by:

_____ Date: _____



_____ Date: 05/31/2023

Cara Fry Williams
General Manager
Northwest Public Broadcasting

Jason Oliver Digitally signed by Jason Oliver
Date: 2023.06.13 09:06:17 -07'00'

Jason Oliver
Associate Director, PACS

ACTION

2023-2024 TUITION AND FEES

Brett Riley, Vice President of Admin Services

The WVC Board of Trustees annually approves the tuition schedule for the coming academic year. The legislature released tuition changes for the current academic year, including an for 2023-24.

Local Boards have the authority to set the service and activity fee (S&A) portion of tuition. The legislation allows collections up to the amount proposed below. Other distributions from tuition are set by legislation or the State Board.

Under current SBCTC policy, lower division resident tuition is \$123.58 per credit for the first 10 credits and \$240.10 for upper division resident tuition.

| WENATCHEE VALLEY COLLEGE | | | |
|--|----------------------------|---------------------------|------------------------|
| LOWER DIVISION TUITION | | | |
| 2023/2024 QUARTERLY FEE SCHEDULE~ EFFECTIVE FALL 2023 TO SUMMER 2024 | | | |
| Number of Credits | Washington Resident | Non-State Resident | Non-US Resident |
| 1 | 123.58 | 140.92 | 317.95 |
| 2 | 247.16 | 281.84 | 635.90 |
| 3 | 370.74 | 422.76 | 953.85 |
| 4 | 494.32 | 563.68 | 1271.80 |
| 5 | 617.90 | 704.60 | 1589.75 |
| 6 | 741.48 | 845.52 | 1907.70 |
| 7 | 865.06 | 986.44 | 2225.65 |
| 8 | 988.64 | 1127.36 | 2543.60 |
| 9 | 1112.22 | 1268.28 | 2861.55 |
| 10 | 1235.80 | 1409.20 | 3179.50 |
| 11 | 1296.82 | 1471.14 | 3248.46 |
| 12 | 1357.84 | 1533.08 | 3317.42 |
| 13 | 1418.86 | 1595.02 | 3386.38 |
| 14 | 1479.88 | 1656.96 | 3455.34 |
| 15 | 1540.90 | 1718.90 | 3524.30 |
| 16 | 1601.92 | 1780.84 | 3593.26 |
| 17 | 1662.94 | 1842.78 | 3662.22 |
| 18 | 1723.96 | 1904.72 | 3731.18 |
| + credits | 110.87/credit | 110.87/credit | 305.24/credit |
| Vocational Programs | | | |
| 19+ credits | 16.63/credit | 45.78/credit | 45.78/credit |

| WENATCHEE VALLEY COLLEGE UPPER DIVISION TUITION 2023/2024 QUARTERLY FEE SCHEDULE~ EFFECTIVE FALL 2023 TO SUMMER 2024 | | | |
|--|---------------------|--------------------|-----------------|
| Number of Credits | Washington Resident | Non-State Resident | Non-US Resident |
| 1 | 240.10 | 257.44 | 674.70 |
| 2 | 480.20 | 514.88 | 1349.40 |
| 3 | 720.30 | 772.32 | 2024.10 |
| 4 | 960.40 | 1029.76 | 2698.80 |
| 5 | 1200.50 | 1287.20 | 3373.50 |
| 6 | 1440.60 | 1544.64 | 4048.20 |
| 7 | 1680.70 | 1802.08 | 4722.90 |
| 8 | 1920.80 | 2059.52 | 5397.60 |
| 9 | 2160.90 | 2316.86 | 6072.30 |
| 10 | 2401.00 | 2574.40 | 6747.00 |
| 11 | 2334.27 | 2587.65 | 6760.25 |
| 12 | 2413.33 | 2600.90 | 6773.50 |
| 13 | 2425.66 | 2614.15 | 6786.75 |
| 14 | 2437.99 | 2627.40 | 6800.00 |
| 15 | 2450.32 | 2640.65 | 6813.25 |
| 16 | 2462.65 | 2653.90 | 6826.50 |
| 17 | 2474.98 | 2667.15 | 6839.75 |
| 18 | 2487.31 | 2680.40 | 6853.00 |
| 19+ credits | 227.39/credit | 227.39/credit | 661.99/credit |

| | |
|--|--|
| <u>REGISTRATION FEE</u> | \$30.00 per quarter, (Wenatchee Campus only). Does not apply to non-credit classes (continuing education). |
| <u>COMPREHENSIVE FEE</u> | \$1.50 per credit, \$15 maximum (Omak Campus only) |
| <u>INSTRUCTIONAL TECHNOLOGY FEE</u> | \$65.00 per quarter (Wenatchee Campus), \$65.00 per quarter (Omak Campus) |
| <u>STUDENT REC CENTER FEE</u> | \$70.00 per quarter. (Wenatchee Campus only) |
| <u>ADDITIONAL FEES</u> | Some classes assess additional fees. Other courses may require payment of non-refundable deposits. <i>Complete fee schedules are available.</i> |
| <u>BOOKS</u> | Our campus bookstore is located in Van Tassell Center. WVC now uses Barnes & Noble College for all your bookstore needs. |
| <u>PARKING PERMIT</u> | \$25.00 per quarter, NONREFUNDABLE \$70.00 per year (Wenatchee Campus only, optional) |

WENATCHEE VALLEY COLLEGE RESERVES THE RIGHT TO CHANGE THIS SCHEDULE WITHOUT PRIOR NOTICE.

ACTION

2023-2024 TUITION AND FEE WAIVERS

Brett Riley, Vice President of Admin Services

Annually, the Board of Trustees reviews and adopts tuition waivers for the upcoming academic year as allowed by the State Board for Community and Technical Colleges.

The WVC schedule of waivers is attached with the amounts charged in place of resident or non-resident tuition rates. Waivers are grouped as mandatory by statute or SBCTC policy, or locally optional.

Waivers are the difference between standard resident or non-resident tuition rates and the amounts actually charged for specific student groups. A complete list of waivers authorized by the legislature and State Board is available at <http://www.sbctc.ctc.edu>.

RECOMMENDATION:

That the board of trustees approve the 2023-2024 tuition and fee waivers.

Tuition and Fee Waivers 2023-24

Tuition and fee waivers are divided into categories: (A) those set by the WVC Board of Trustees, (B) those set by the State Board for Community and Technical Colleges and (C) those created by statute. Percentage waivers are applied to the entire base of operating fee, building fee and student activity fee.

| Waiver | Amount Charged |
|--|--|
| <u>A. WVC Optional Waivers</u> | |
| Financial Need Based Students | No tuition or fees |
| High School completion-resident | \$18.54/credit (85% waived) |
| Athletic Waiver-Resident and Non-Resident (lower division) | \$385.20/quarter |
| Athletic Waiver-Resident and Non-Resident (upper division) | \$615.70/quarter |
| Eligible Veterans or National Guard Members | \$61.79(50% of resident tuition and fees) |
| Other Military or Naval Veterans | \$61.79 (50% of resident tuition and fees) |
| Active Duty Military-Resident | No S & A or building fee |
| Vocational Students (over 18 credits)-Resident | \$16.63/credit (85% waived of 19+ credits) |
| Vocational Students (over 18 credits)-Non-Resident | \$45.79/credit (85% waived of 19+ credits) |
| <u>Space Available Waivers</u> | |
| State employees (preference given to WVC employees) | \$5/class |
| Senior Citizen Audit (Space Available) | \$5/class |
| <u>Ungraded/Course-Based Waivers</u> | |
| Retirement (Senior Citizen) | \$37.07/credit (70% waived) |
| Farm Management | \$41.15/credit (66.7% waived) |
| First aid, EMT, Paramedic | \$67.97/credit (45% waived) |
| Parenting Education | \$18.54/credit (85% waived) |
| <u>Nonresident Tuition Differential</u> | |
| Nonresident US Citizen | Resident operating + non-resident building and S & A fees (\$140.92) |
| Refugees | Resident operating fee + 25% + non-resident building and S & A fees (\$165.11) |
| High School Completion-Non-Resident | \$123.58/credit (resident tuition) |
| Military Personnel-Active, Non Resident | Resident tuition (must live in WA) |
| American Indian | Resident tuition |
| <u>B. SBCTC Mandatory Waivers</u> | |
| ABE/ESL | \$25 per student, per quarter |
| Apprenticeship | \$61.79/credit |
| High School 21 | \$25 per student per quarter |
| <u>C. Statutory Mandatory Waivers</u> | |
| Children and Spouse of Totally Disabled or POW/MIA or Deceased Eligible Veterans or National Guard | No tuition or fees |
| Children and Spouses of Deceased or Disabled Law Enforcement Officers or Firefighters | No tuition or fees |
| Wrongly Convicted Person | No tuition or fees |

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CONTINUED SPENDING AUTHORITY

Brett Riley, Vice President of Admin Services

As of the publication of the Board agenda, WVC staff are still finalizing the 2023-24 operating budget. This is, in part, due to a transition in leadership of the college and budget office. In addition, a delay in Washington State's operating budget being approved by the governor's office.

With our 2022-23 approved budget expiring June 30, we are asking the Board for temporary spending authority to allow essential college services to continue until the next regularly scheduled Board meeting in September.

If the Board grants the expenditure authority, all known earmarks and provisos in the budget legislation will be observed. We will not exceed last year's expenditures for the same time period. We will reduce specific expenditure areas if required by proviso.

This spending authorization will expire when the Board approves our 2023-24 budget.

RECOMMENDATION:

We recommend the board grant the college administration authority to spend funds necessary for operations until the September Board meeting.

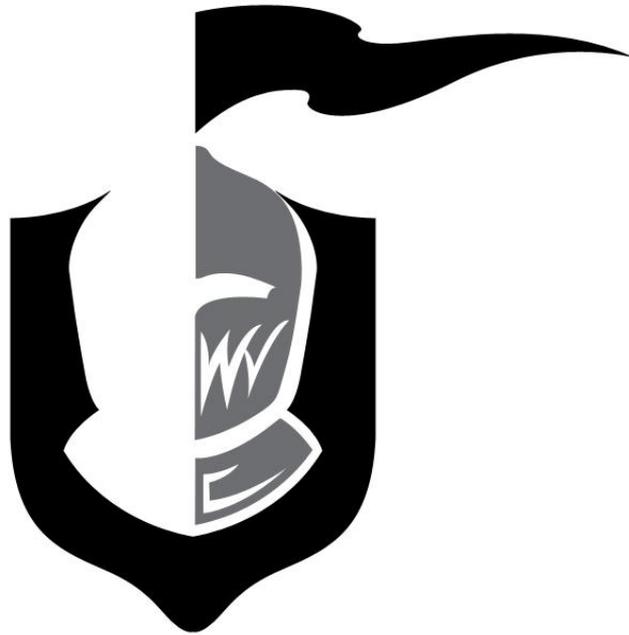
2023-2024 ASWVC SERVICE AND ACTIVITIES FEE BUDGET

Dr. Tod Treat, Vice President of Instruction

RECOMMENDATION:

That the board approve the 2022-2023 ASWVC Budget as presented.

WENATCHEE VALLEY COLLEGE



SERVICES AND ACTIVITIES FEE BUDGET

2023 - 2024

Approved by the ASWVC Student Senate – May 25th 2023
Approved by the Board of Trustees (WVC) – June 21st, 2023

Associated Students of Wenatchee Valley College

Vision:

ASWVC Student Senate aspires to promote a diverse & equitable collegiate experience that fosters unity and success within our community.

Mission:

The ASWVC Student Senate serves the student body by enhancing the student experience through programming, advocacy, and policy. We foster a campus environment built on integrity, respect, inclusivity, and community; while providing opportunities for students to become leaders.

ASWVC
SERVICE AND ACTIVITY FEE BUDGET PROPOSAL
2023 - 2024

SUBMITTED BY
ASWVC STUDENT SENATE

BOARD OF TRUSTEES

Tamra Jackson
Steve Zimmerman
Wilma Cartagena
Paula Arno Martinez
Phylicia Hancock Lewis
and
Dr. Faimous Harrison, President

ASWVC BUDGET COMMITTEE MEMBERS

Ryan Bilben, Student (Chair – non-voting member)
Betsy Gomez, Student (voting member)
Kaylee Darlington, Student (voting member)
Miranda Rivera, Student (voting member)
Roberto Villa, Faculty/Staff (voting member)
Erin Tofte, Advisor (non-voting member)



MEMORANDUM

Associated Students of Wenatchee Valley College

TO: Board of Trustees

FROM: ASWVC Student Senate

DATE: June 5th, 2023

RE: 2023-2024 Service and Activity Fee Budget Proposal

The 2023-2024 Service and Activity (S & A) fee budget has been developed by the ASWVC S&A Budget Committee following the budget process closely. The budget process opened for requests on April 25th and closed on May 9th. All groups who requested funds were invited to present their requests to the budget committee on May 11th and 12th. At those hearings budget committee members were able to ask questions and hear more about the requests. All requests were discussed and evaluated at the budget committee meeting on May 23rd and the attached proposed budget was created and then presented to and approved by the ASWVC Student Senate on May 25, 2023.

The Committee carefully evaluated each request based on:

- Student engagement – the number of students who benefit from the program
- Student development – how students could grow from the program
- Current and past fiscal responsibility
- Organization’s alignment with ASWVC and WVC vision and mission statements; including commitment to diversity, equity, and inclusion
- Service to our campus and community

In approving this budget, the Board of Trustees authorizes:

- The ASWVC Budget Committee and the Associate Dean of Campus Life, Equity & Inclusion, in coordination with the college Business Manager, to adjust the estimated S&A fee revenues during the fiscal year and to allocate additional resources within the approved budget. The Board recognizes that this annual budget is a projection, and that actual revenues and expenses may vary from the projections during the execution of the budget during the fiscal year.
- The ASWVC and the Associate Dean of Campus Life, Equity & Inclusion to proceed with the execution of the planned programs outlined herein.

This budget has been carefully reviewed by College staff, and is recommended to the Board of Trustees as an effective and responsible use of state educational resources.

S&A Budget Summary

Resources

The estimate of Services & Activities fee revenue is based on projected 2023-24 FTE levels (Full-Time Equivalent: 12 credit hours fulfilled by one student equals one FTE). The 2023-24 S&A revenue is a conservative estimate developed in coordination with the college Vice President for Administrative Services or his designee.

The Senate held a District meeting to approve WVC's S&A Fee and set it to automatically increase to equal the amount set by the State Board for Community and Technical College. This decision was made so that ASWVC & ASWVCO will be able to allocate funds in a matter that allows for the college to grow with the rate of inflation. As of the approval of this budget, the SBCTC lists S&A Fee rates at \$11.62 per credit for 1-10 credits and \$6.75 per credit for 11-18 credits.

Funds remaining from the prior year revert to the Fund Balance Reserve or Contingency fund as Directed by the Associate Dean of Campus Life, Equity & Inclusion. Expenditures from this account are to be made through approval of the ASWVC Student Senate.

Expenditures

The ASWVC Budget Committee has thoughtfully reviewed all funding requests. We present this budget which is reflective of the balancing and prioritizing of various activities which benefit students and create a vibrant campus life in many different ways. This budget continues most of the programs funded during the previous academic year. Additional growth is designed to support increased student participation in co-curricular programs.

For this budget cycle, requests for S&A funding exceeded the available funds by more than two hundred thousand dollars. The ASWVC Budget Committee has thoughtfully reviewed all requests, and presents a budget reflecting a balance among the various activities to benefit all students.

S&A Budget Summary

ASWVC Activities:

Fund Balance Deficit: We no longer have a fund balance deficit and did not need to fund this..

Bus Payment: The new black bus payment will be funded with non spent funds for the 2022-23 year.

DEI/Cultural Events: The ASWVC recognizes the importance of a diverse student body and has allocated funds in support of holding a variety of diversity events throughout the school year. Including but not limited to; Disability Awareness, Dia de Los Muertos, Native Heritage Month, MLK event, Black History Month, Students of Color Conference, Stand Against Racism & LGBTQIA+ Pride Celebration.

Campus Activities/ Events: This budget provides funds to bring a variety of activities and events to campus. Funds are managed through the Senate and this allocation covers most all campus events for the year such as dances, movie nights, fishing derby, festival, music events etc.

Graduation: ASWVC renewed the annual allocation to fund the graduation ceremonies.

Student Programs / In-Service Training: This budget item is allocated to fund the training of FY 2022-24 ASWVC Senate members throughout the year including fall training, winter retreat and spring end of year.

Interclub Council: Clubs are a valuable component of a student's educational experience. They offer opportunities for students to develop friendships and connections to the college, share similar interests, learn effective leadership and communication skills, and of course have fun. This budget provides funding for student clubs recognized by the ASWVC. These funds are used for events, programming, marketing, supplies, guest speakers, and other program expenses.

Note: In 2019, in an effort to increase efficiency and fiscal responsibility, the ASWVC chose to update the funding model for clubs. In lieu of one single account for all clubs, separate allocations for each club were generated within the Interclub Council budget which is managed through the Interclub Council and Campus Life. These separate accounts are dedicated to the individual clubs but together make up the Interclub Council budget.

LINK Transit: To support one of the primary financial constraints students face (housing, food, and transportation), the ASWVC did not allocate funds this year since the Link buses are still free of charge for everyone.

Performing & Visual Arts: No request was made this year so funds will be available in Special Projects if a request comes through during the year. ASWVC recognizes the importance of the visual and performing arts and the enrichment to students that these programs provide, and has continued to provide a budget allocation in support of these programs. This is usually split 2 ways between the Robert Graves Gallery (which has gone away) and the Theater Department.

Residence Life: ASWVC has provided funding for the residence life programs in an effort to enrich the experience of the students who live on the WVC campus. These funds are used for new equipment, funding for events and activities as well as supplies for the Residence Hall.

Special Projects: This budget line provides funds for students to attend conferences and/or make

presentations at conferences, and includes a requirement for the student or organization to bring the knowledge back to the campus through a program, presentation, or report. The budget line also provides funding for projects, activities, equipment, furnishings, supplies, and other unforeseen needs during the academic year. These funds are overseen by student senate.

Student Center Supplies: This budget line funds the day to day needs of the student center throughout the academic year, including student ID cards, music licenses, sandwich board posters, Senate gear and other office supplies.

Student Senate: the ASWVC is comprised of fourteen students: the Executive Board, which oversees the administrative functions of the Senate, the Campus Activities Board, which coordinates activities and events for campus, and Student Ambassadors, who coordinate direct outreach with the student body. These groups also provide campus tours and help with different outreach initiatives. Members of the Senate receive an hourly wage this budget provides the compensation for these students throughout the year.

Campus Life PT Hourly (Budget/Clubs): The ASWVC recognizes the administrative support which is required to ensure success of events, programs, and activities held throughout the academic year. This budget line is to support the Campus Life office and the multitude of administrative tasks required in support of the ASWVC. **Unfortunately, for the 2023-2024 budget year there was not sufficient funds to support this important position.**

TRiO: ASWVC recognizes the direct support offered to students through this program and how that support ensures student success. These funds allow the TRiO program to do college visits, purchase textbooks and provide other supplies to student's in their program.

Tutor Center: No request was made this year.

Counseling Department: Funds were requested and granted to help support events for mental health awareness through the Counseling department at WVC.

Science Exploration Trips: Each year a trip is offered to the San Juans for students to have hands on learning opportunities with Rob Fitch in the Biology department.

Sustainability/Environment: The sustainability work group at the college collaborates with students to provide an environmentally responsible campus. They also sponsor events such as Earth Day and Arbor Day.

Math Center: ASWVC understands that math courses and requirements can be a serious barrier to student success and completion at WVC. They hope that by helping to fund the Math Center they are setting up future WVC students for academic success.

MESA: MESA supports students in their program and other STEM students to successfully navigate college. These funds help support the center, visits to college campuses and other extra-curricular events for the MESA students.

VetCorps Navigator: This position supports veteran students, oversees the veteran's lounge and coordinates campus wide events in support of veteran needs and acknowledgment. This funding is provided to pay the WVC portion to support the position as well as a portion for supplies. (No position was requested for this year so no funds were allocated).

Music Department: Funds were provided to help support the music department to attend multi-day conferences and presentations across the State. These funds are used at the discretion of the music department. These requests usually occur every other year.

MAC Gallery: ASWVC recognizes the benefit that outside artists can have on students' artistic development and have allocated funding in support of the MAC gallery.

Knights Kupboard: Understanding the struggles our students face with access to basic needs

ASWVC funded the Knights Kupboard this year to help with purchasing essentials for students in need.

SRC MotorPool Position: Due to high demand with two ASWVC buses there is a need for a full time bus driver/motor pool coordinator position. The position will be funded mostly through the revenue received from per mile charges to groups who use the bus and this extra funding will cover any additional expenses for the full time/benefits position.

ASWVC Athletics

This budget reflects a collaborative partnership in funding between students and the college. The ASWVC recognizes the importance intercollegiate athletics brings to the college and community, and funds a great majority of the expenses necessary to support our seven intercollegiate athletics teams: men's and women's basketball, women's volleyball, men's and women's soccer, baseball, and fast pitch. As well as the athletic trainer who works to ensure that our student athletes have a qualified and trained professional to monitor and diagnose injuries. The Athletic Department reports a strong appreciation and need for this service. This service helps with recruitment of athletes, preventative health, and the recuperation of injured athletes.

The Athletic subsidy is funded as a percentage of the total budget after mandatory amounts are allocated as per the Financial Code to Omak, Contingency, Vehicle replacement and Campus Projects. This year ASWVC funded Athletics at forty-five percent of the available funds thereby reserving fifty-five percent of the available budget for all other activities and programs including tutoring, clubs, senate, campus events and many other campus priorities which serve all students including athletes. It is within the discretion of the Director of Athletics to allocate his forty-five percent of the budget as he sees fit to support the seven WVC teams and athletics needs with direction from the President.

The budget committee wants to make a request that WVC Board of Trustees and Administration consider using more operational funding to support WVC Athletics. We do not believe it is equitable that almost half of all S&A fees go to support athletics which is a very small part of the whole student body. Moreover, this is still not enough money to fully fund the Athletics programs on Campus. Lastly, we recognize that Athletics brings in full time FTE for the College and more of that income could be used to support the Athletics programs instead of funding it through student fees which are meant to support extracurricular services for all students.

**ASSOCIATED STUDENTS
2023-2024 S&A FEE OPERATING BUDGET**

| | <u>2021-2022</u> | <u>2022-2023</u> | <u>2023 - 2024</u> |
|--------------------------------------|------------------|------------------|--------------------|
| ASWVC Omak (15%) | 116,400 | 117,900 | 114,000 |
| Campus Projects Fund (264-1P055) | 0 | 0 | 0 |
| Vehicle Replacement Fund (264-1P003) | 19,788 | 20,043 | 19,380 |
| ASWVC Contingency (264-1P054) | 0 | 0 | 0 |
| ASWVC Activities | 326,304 | 343,470 | 344,641 |
| ASWVC Athletics | <u>313,508</u> | <u>304,587</u> | <u>281,979</u> |
| TOTAL | 776,000 | 786,000 | 760,000 |

ASWVC WENATCHEE BUDGET 2023-2024

ACTIVITIES SUBSIDIES

| <u>ACCT NO.</u> | <u>ACCOUNT NAME</u> | <u>2021-2022</u> | <u>2022-2023</u> | <u>2023-2024</u> |
|-----------------|--|------------------|------------------|------------------|
| 264-1P001 | Fund Balance Deficit Payment | 20,000 | 0 | 0 |
| 264-1P003 | Bus Payment | 27,895 | 0 | 0 |
| 264-1P015 | DEI Cultural Events | 18,199 | 33,580 | 30,000 |
| 264-1P006 | Events/Campus Activities | 40,000 | 42,050 | 42,050 |
| 264-1P017 | Graduation | 7,000 | 7,000 | 7,000 |
| 264-1P004 | Student Programs / In-Service Training | 1,000 | 1,000 | 1,000 |
| 264-1P101 | Interclub Council (all club accounts) | 31,500 | 58,840 | 52,500 |
| 264-1P | Knights Kupboard | 0 | 2,000 | 10,000 |
| 264-1P086 | Link Transit | 18,000 | 18,000 | 0 |
| 264-1P018 | Performing & Visual Arts | 1,000 | 0 | 0 |
| 264-1P008 | Residence Life | 10,000 | 12,000 | 15,000 |
| 264-1P012 | Special Projects | 41,650 | 40,000 | 35,000 |
| 264-1P009 | Student Center Supplies/ID Cards | 10,000 | 12,000 | 12,000 |
| 264-1P005 | Student Senate Wages | 58,000 | 58,000 | 58,000 |
| 264-1P088 | Student Programs PT Hourly | 0 | 0 | 0 |
| 264-1P102 | TRiO | 5,000 | 7,000 | 6,000 |
| 264-1PTC | Tutor Center | 10,000 | 0 | 0 |
| 264-1P042 | MAC Gallery | 2,000 | 2,000 | 3,000 |
| 264-1P022 | Sustainability/Environment | 1,500 | 8,000 | 2,500 |
| 061-1S046 | MESA Program | 10,500 | 0 | 12,000 |
| 264-1P021 | Math Center | 27,955 | 35,000 | 25,000 |
| 264-1P044 | Science Explorations Trips | 0 | 3,000 | 3,200 |
| 264-1P007 | Leadership Coordinator | 0 | 0 | 0 |
| 264-1P023 | VetCorps Navigator | 4,000 | 4,000 | 0 |
| 264-1P024 | Music Department | 7,000 | 0 | 11,391 |
| 264-1P | Counseling Department | 0 | 0 | 1,000 |
| 264-1P | International Programs | 0 | 0 | 8,000 |
| 264-1P011 | MotorPool Position | 0 | 0 | 10,000 |
| | SUBTOTAL: | 326,304 | 343,470 | 344,641 |

INTERCLUB COUNCIL SUBSIDIES

| <u>ACCT NO.</u> | <u>ACCOUNT NAME</u> | <u>2023-2024</u> |
|-----------------|------------------------------|------------------|
| 264-1P101 | Interclub Council | 10,000 |
| | Psi Beta | 2,000 |
| | QSA | 6,000 |
| | MEChA | 1,000 |
| | Bailadores Orgullo de Mexico | 5,000 |
| | STEM club | 4,000 |
| | Ag & Natural Resources | 1,500 |
| | Mariachi Club | 0 |
| | CyberKnights | 2,500 |
| | SNOW | 6,000 |
| | Signing Knights | 1,000 |
| | Economics club | 2,000 |
| | MASK | 3,000 |
| | Veteran Knights | 0 |
| | Mechatronics | 4,000 |
| | Esports | 2,000 |
| | Refrigeration | 2,500 |
| | SUBTOTAL: | 52,500 |

ATHLETIC SUBSIDIES

| <u>ACCT NO.</u> | <u>ACCOUNT NAME</u> | <u>2021-2022</u> | <u>2022-2023</u> | <u>2023-2024</u> |
|-----------------|---------------------------|------------------|------------------|------------------|
| 264-1P061 | Athletic Director | 3,000 | 3,500 | 3,500 |
| 264-1P090 | *Game Management | 50,000 | 25,000 | 0 |
| 264-1P063 | Fastpitch Softball | 0 | 29,000 | 30,000 |
| 264-1P064 | Baseball | 0 | 29,000 | 30,000 |
| 264-1P065 | Men's Basketball | 0 | 29,000 | 30,000 |
| 264-1P066 | Women's Basketball | 0 | 29,000 | 30,000 |
| 264-1P098 | Uniform Replacement Cycle | 7,000 | 9,000 | 7,479 |
| 264-1P068 | *Scholarships | 101,508 | 62,500 | 60,000 |
| 264-1P070 | Men's Soccer | 0 | 27,000 | 27,000 |
| 264-1P071 | Women's Soccer | 0 | 27,000 | 27,000 |
| 264-1P072 | Volleyball | 0 | 27,000 | 27,000 |
| 264-1P062 | Post Season Travel | 0 | 2,587 | 5,000 |
| 264-1P080 | Sports Medicine | 8,000 | 5,000 | 5,000 |
| | *Meal Money | 40,000 | 0 | 0 |
| | *Operations | 7,000 | 0 | 0 |
| | *Transportation | 55,000 | 0 | 0 |
| | *Lodging | 30,000 | 0 | 0 |
| | *Equipment | 12,000 | 0 | 0 |
| | SUBTOTAL: | 313,508 | 304,587 | 281,979 |

*Represents sub-object expenses for what all sports spend in these areas each year. Allocations are made to specific sports budgets to cover these expenditures. This does not reflect exact allocations to budgets for athletics, those are made by the Athletic Director at the start of the new fiscal year.

Omak S&A Budget

Wenatchee Valley College Board of Trustees:

The following is an explanation of our S&A accounts that we have designated as carryover accounts for the ASWVC-Omak, 2023-2024 budget.

The Omak campus currently has three (3) special accounts. The only one of the three accounts that will be allocated funds is the Vehicle Reserve (2P036). Vehicle Reserve will be allocated 3% of the budget amount. The other two (2) accounts which are Campus Projects (2P031) and Contingency (2P040), both have sufficient funds in them.

The S&A Budget has been voted on and unanimously approved by the Student Senate of Wenatchee Valley College at Omak on May 17th, 2022. Thank You for your time in reviewing our 23-24 S&A Budget. We look forward to your final approval.

Sincerely,



Abigail Steinshouer
ASWVC-Omak Student Body President

ASWVC OMAK BUDGET 2023 - 2024

| SPECIAL ACCOUNTS | | <u>2021-2022</u> | <u>2022-2023</u> | <u>2023-2024</u> |
|-------------------------|-----------------------------|------------------|------------------|------------------|
| 264-2P040 | Contingency | 0 | 0 | 0 |
| 264-2P031 | Campus project fund | 0 | 0 | 0 |
| 264-2P036 | Vehicle Replacement Reserve | 4,000 | 4,000 | 3,420 |
| SUBTOTAL: | | 4,000 | 4,000 | 3,420 |

| ACTIVITIES SUBSIDIES | | <u>2021-2022</u> | <u>2022-2023</u> | <u>2023-2024</u> |
|-----------------------------|-----------------------|--------------------|------------------|------------------|
| <u>ACCT NO.</u> | <u>ACCOUNT NAME</u> | | | |
| 264-2P042 | Awards | 0 | 0 | 0 |
| 264-2P037 | Cabinet | 7,000 | 4,000 | 0 |
| 264-2P035 | Entertainment | 10,441 | 16,300 | 10,000 |
| 264-2P | Special Projects Fund | 0 | 0 | |
| 264-2P032 | Student Center | 2,500 | 2,500 | 8,000 |
| 264-2P011 | Transportation | 0 | 0 | 0 |
| 264-2P016 | Senate Wages | 44,100 | 44,000 | 35,000 |
| 264-2P034 | Graduation | 5,000 | 5,000 | 3,000 |
| 264-2P043 | Leadership | 1,159 | 0 | 0 |
| 264-2P052 | Computer Supplies | 2,000 | 1,000 | 0 |
| 264-2P054 | Legislative Travel | 0 | 0 | 1,000 |
| 264-2P002 | Tutor Center | 5,000 | 5,000 | 0 |
| 264-2P044 | Copier Supplies | 0 | 0 | 1,580 |
| 264-2P087 | Omak Student Books | 1,600 | 4,000 | 0 |
| 264-2P045 | Science Club | 5,000 | 2,000 | 3,000 |
| 264-2P033 | Nursing Club | 5,000 | 5,000 | 4,000 |
| 264-2P039 | PTK | 0 | 0 | 0 |
| 264-2P041 | Red Road | 5,000 | 5,000 | 3,000 |
| 264-2P071 | Student Pantry | 5,000 | 2,500 | 0 |
| 264-2P053 | MEChA | 0 | 0 | 3,000 |
| 264-2P038 | Psi Beta | 0 | 0 | 3,000 |
| 264-2P089 | TRiO | 1,600 | 600 | 0 |
| 264-2P014 | PT Hourly Assistant | 17,000 | 17,000 | 35,000 |
| 264-2P | Counseling omak | 0 | 0 | 1,000 |
| SUBTOTAL: | | 100,112,400 | 113,900 | 110,580 |

OMAK EXPENDITURES

SPECIAL ACCOUNTS

2P031 Campus Projects: for projects, activities, equipment, furnishings, supplies and other unforeseen needs regarding the campus during the academic year, such as the Native Garden upkeep.

2P036 Vehicle Reserve: for the funding of new vehicle purchases. This is 3% of budget allocation.

2P040 Contingency: for large campus projects and budgetary needs and provides potential start-up funds for clubs.

ACTIVITIES

2P002 Tutor Center: help provide for part-time hourly wages for student tutors.

2P011 Transportation: for the funding of vehicle fuel and vehicle upkeep expenses.

2P014 Part-Time Hourly Assistant: to provide support to student government, do purchase orders, credit card purchases, and paperwork for upcoming events.

2P016 Student Government Compensation: as incentive to members of Student Government for their hard work and dedication in the improving the quality of student life at WVC Omak.

2P032 Student Center: for the purchasing of equipment-Student ID Card System-blank cards, ribbons, year stickers and cleaning kits. The purchase of coffee supplies and snacks for the students.

2P033 Snow@O: the Omak campus Nursing club attends Nurse Legislative Day and sponsors the graduation Pinning Ceremony held in June.

2P034 Graduation: this account is used to help support graduation by funding the event at the Performing Arts Center, purchasing gowns and tassels, providing the honor song, purchasing announcements, decorations, flowers, anything that is needed for graduation practice and also light refreshments.

2P035 Entertainment: for events and activities on and off campus-Roller skating, tickets for events at the Performing Arts Center, Standing Against Racism, bowling, club expo, love week, spirit week, game nights and other events.

2P037 Cabinet: provides funds for the ASWVCO cabinet gear-team t-shirts, polo shirts and jackets for conferences and college representation

2P039 Phi Theta Kappa: Honor society club working to build back up to state and national interaction, provides trips, learning experiences, swag, and materials to advertise the honor society

2P041 Red Road Association: provides events in November during Native American Heritage Month, sponsors the annual United Pow Wow in May. Purchase swag items to promote the club, attends a local basket weaving event. Provides cultural events for all students and others within the community.

2P042 Awards: funding for the annual Appreciation Day, for recognizing outstanding students and staff members held by the Director of Public Relations.

2P043 Leadership: for student leadership training for the cabinet including summer training, local and regional professional development.

2P045 Science Club: Student Club to engage students and interested youth in STEM. Purchases supplies for the greenhouse, swag for the club, yearly plant sales and teach others about science.

2P052 Computer Supplies: to be used for computer and program updates for the computers in the Student Government office

2P053 MEChA: Inclusive student association meant to help students understand the ChicanX culture, provides swag and events that enrich and teach about diversity

2P054 Legislative Travel: is reserved for the legislative activity on campus, any travel associated with students advocating the WVC-O at the state level.

2P071 Student Pantry: provide assistance to Omak campus students who lack food and other necessities due to financial hardships.

2P087 Student Books: to provide the library a copy of textbooks for classes being taught at WVC-O so that students can use the textbook at the college library

2P089 TRiO Support Services: to help purchase books and college tours for TRiO students

ASWVC Revised Bylaws

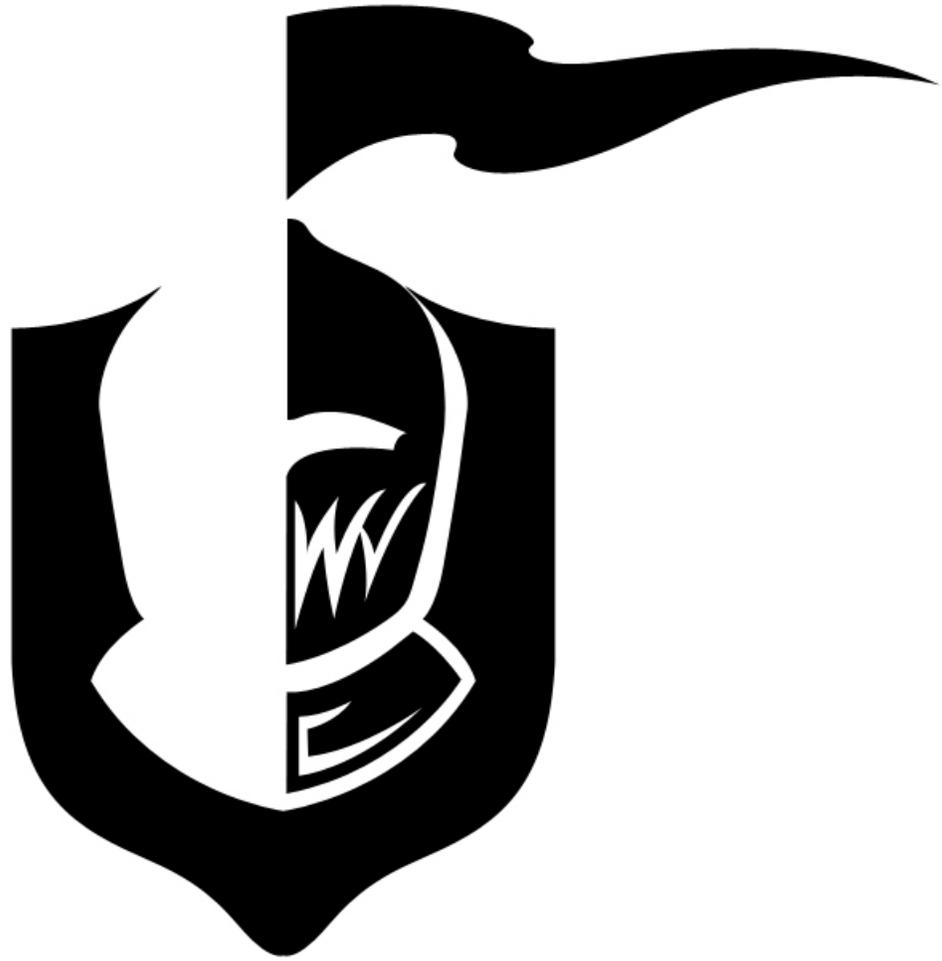
Erin Tofte, Associate Dean of Campus Life, Equity & Inclusion

Please see attached the changes that the Omak Student Senate are proposing and have voted on for their bylaws and constitution.

Attached are the original bylaws and the updated version with the changes.

RECOMMENDATION:

Approved the revisions to the ASWVC Bylaws as proposed by the student senate.



**ASSOCIATED STUDENTS OF
WENATCHEE VALLEY**

AT OMAK

**ASWVCO CONSTITUTION &
BYLAWS**

APPROVED BY THE ASWVCO CABINET: MARCH 8, 2019
APPROVED BY THE BOARD OF TRUSTEES: MARCH, 2019

DEFINITION OF TERMS

| | | |
|-----------|-------|---|
| Section 1 | Terms | 5 |
|-----------|-------|---|

ASWVCO CONSTITUTION

| | | |
|--------------|------------------------------|---|
| Article I | Preamble | 6 |
| Article II | Recognition | 6 |
| Article III | Membership | 6 |
| Article IV | Governing Body | 6 |
| Article V | Authority | 6 |
| Article VI | ASWVCO Student Senate | 6 |
| Article VII | Appointed Representatives | 7 |
| Article VIII | Constitutional Amendments | 7 |
| Article IX | Bylaw Amendments | 7 |
| Article X | Non-Discrimination Statement | 8 |

ASWVCO BYLAWS

ARTICLE I ASWVCO STUDENT SENATE

| | | |
|-----------|-----------------------------------|----|
| Section 1 | Purpose | 9 |
| Section 2 | Membership | 9 |
| Section 3 | Term of Office | 9 |
| Section 4 | Assumption of Duties | 9 |
| Section 5 | Condition of Senate Member Tenure | 10 |
| Section 6 | Meetings | 10 |
| Section 7 | Compensation | 11 |

| | | |
|------------|--------------------------------|----|
| Section 8 | Responsibilities of the Senate | 11 |
| Section 8 | ASWVCO President | 12 |
| Section 8 | ASWVCO Vice President | 12 |
| Section 8 | ASWVCO Secretary/Treasurer | 13 |
| Section 8 | Director of Campus Activities | 13 |
| Section 8 | Director of Public Relations | 14 |
| Section 8 | Student Ambassador(s) | 14 |
| Section 9 | Coordinators | 14 |
| Section 10 | Probation | 14 |

ARTICLE II COMMITTEES

| | | |
|-----------|--|----|
| Section 1 | Initiation | 14 |
| Section 2 | Standing Committees | 15 |
| Section 2 | Student Services & Activities Fee Budget Committee | 15 |
| Section 2 | Interclub Council | 15 |
| Section 2 | Selections Committee | 15 |
| Section 3 | Ad Hoc Committee | 15 |
| Section 3 | ASWVCO Constitution and Bylaws Review Committee | 15 |
| Section 3 | Budget Dispute Resolution Committee | 15 |
| Section 3 | Judicial Review Committee | 16 |

ARTICLE III ASWVCO CERTIFIED/RECOGNIZED CLUBS

| | | |
|-----------|-------------------------|----|
| Section 1 | Purpose | 16 |
| Section 2 | Chartering Requirements | 17 |
| Section 3 | Recognition | 17 |
| Section 4 | Membership | 17 |
| Section 5 | Conditions | 17 |
| Section 6 | Funding | 17 |
| Section 7 | Club Advisors | 17 |

| | | |
|-----------|--|----|
| Section 8 | Rights, Responsibilities and Discipline of Clubs | 17 |
| Section 9 | Training | 17 |

ARTICLE IV SELECTIONS & APPOINTMENTS

| | | |
|-----------|--|----|
| Section 1 | Standard Filing Process for ASWVCO Student Senate | 18 |
| Section 2 | Selections Committee Membership & Responsibilities | 18 |
| Section 3 | Voting | 18 |
| Section 4 | Timeline | 19 |
| Section 5 | Appointments to Committees | 19 |
| Section 6 | Appointments Due to Vacancies | 19 |

ARTICLE V ASWVCO CODE OF CONDUCT AND ACCOUNTABILITY

| | | |
|-----------|------------------------------------|----|
| Section 1 | ASWVCO Student Senate Expectations | 19 |
| Section 2 | Attendance Policies | 19 |
| Section 3 | ASWVCO Process of Accountability | 19 |
| Section 4 | Reprimands | 20 |
| Section 5 | Probation | 20 |

ARTICLE VI REMOVAL FROM OFFICE

| | | |
|-----------|--|----|
| Section 1 | Terms and Conditions | 20 |
| Section 2 | Removal by the Senate | 20 |
| Section 3 | Suspension/Removal by the Senate advisor | 21 |
| Section 4 | Recall by the Student Body | 21 |

ARTICLE VII RESIGNATION AND ABANDONMENT

| | | |
|-----------|---|----|
| Section 1 | Voluntary Resignation | 21 |
| Section 2 | Unauthorized Absence/Position Abandonment | 21 |

ARTICLE VIII VACANCIES

| | | |
|-----------|-------------------------|----|
| Section 1 | Vacancies on the Senate | 21 |
|-----------|-------------------------|----|

| | | | |
|---------------------|-----------------------------------|--|----|
| ARTICLE IX | | FINANCES | |
| Section 1 | Guideline | | 22 |
| ARTICLE X | | INITIATIVE AND REFERENDUM PROCESS | |
| Section 1 | Initiatives | | 22 |
| Section 2 | Referenda | | 22 |
| ARTICLE XI | | POSITION STATEMENT | |
| Section 1 | Establishing Position & Opinions | | 22 |
| Section 2 | Process | | 22 |
| Section 3 | Procedure | | 22 |
| Section 4 | Approval | | 22 |
| ARTICLE XII | | AMENDMENTS | |
| Section 1 | Grammar, Spelling and Punctuation | | 23 |
| Section 2 | House Keeping Revisions | | 23 |
| Section 3 | Amendments | | 23 |
| ARTICLE XIII | | OTHER REGULATORY DOCUMENTS | |
| Section 1 | Club Handbook | | 24 |
| Section 2 | ASWVCO Financial Code | | 24 |

DEFINITION OF TERMS

Section 1 - Terms

Academic Standards Policies - The ASWVCO Student Senate are students first and leaders second. Senators are expected to make their academics a priority and are required to adhere to the “Academic Standards Policies” listed in the WVC Student Handbook.

Board of Trustees - The governing body of the institution, they are appointed by the governor and serve the educational needs of the Community College District.

Campus Activity Board (CAB) – Responsible for coordinating activities and events

Club Advisors - Any person presently employed in a professional position at Wenatchee Valley College that wishes to volunteer and take responsibility for guiding an ASWVCO Certified Club.

Code of Conduct - The Washington State Community and Technical College system developed a standard code of conduct. Refer to the WVC website for the most current version of the Code of Conduct (www.wvc.edu).

College Facilities - Any or all real and personal property owned or operated by the College including all buildings and appurtenances affixed thereon or attached thereto.

Initiative - The right and procedure by which citizens can propose a law by petition and ensure its submission to the electorate.

Office Hours - Time spent in the office doing work and remaining available to the students.

RCW - “The Revised Code of Washington (RCW) is the compilation of all permanent laws now in force.” (<http://apps.leg.wa.gov/rcw/>)

Referendum - The submission of a proposed public measure or actual statute to a direct popular vote.

Service & Activities (S&A) Fees - Monies paid by students, with tuition, that are set aside for services and activities to benefit the student body.

Student - Any person who is registered for credit classes at the College.

Student Rights and Responsibilities - To improve our college learning environment, all students are asked to work together to promote positive, respectful interactions on our campus. Student Rights and Responsibilities are outlined in the WVC Student Handbook.

Tenure - The status of holding one’s position during the academic year.

ASWVCO CONSTITUTION

ARTICLE I PREAMBLE

We, the Students of Wenatchee Valley College at Omak, strive to enhance the experience of the student body by representing interests, needs and the welfare within the college community. We aim to foster communication among students, faculty and staff; administer the financial and business affairs of the students; and provide social, academic, cultural and recreational activities for the student body. In order to provide a means of self-governance, we hereby establish and submit ourselves to these Constitution and Bylaws.

ARTICLE II RECOGNITION

The student body shall now and hereafter be known as the Associated Students of Wenatchee Valley College at Omak (ASWVCO).

ARTICLE III MEMBERSHIP

All students currently enrolled in one or more credits at Wenatchee Valley College at Omak are members of the ASWVCO and shall be referred to as the student body.

ARTICLE IV GOVERNING BODY

The recognized governing entity of the ASWVCO shall be the ASWVCO Student Senate.

ARTICLE V AUTHORITY

Section 1 - The ASWVCO Senate shall have the authority as granted by the Board of Trustees of Wenatchee Valley College, to administer the Bylaws and the distribution of student Service and Activities fees and conduct business of the ASWVCO.

Section 2 - As delegated by the Wenatchee Valley College Board of Trustees, the Senate shall have the authority and responsibility for making final decisions and implementation of legislation. The ASWVCO Senate is authorized to speak on behalf of the ASWVCO at college related functions, allocate Services and Activities Fees, and manage student clubs.

ARTICLE VI ASWVCO STUDENT SENATE

Section 1 - The duties of the members of the ASWVCO Student Senate shall be defined in the ASWVCO Bylaws.

Section 2 - The term of the ASWVCO Senate shall be for one academic year as defined in the Bylaws.

Section 3 - The selection process for the ASWVCO Senate shall be enumerated within the ASWVCO Bylaws.

Section 4 - If any of the ASWVCO Senate positions are vacated during the year, the position will be filled by the processes outlined in the ASWVCO Bylaws.

Section 5 - The ASWVCO Senate shall hold regularly scheduled meetings and reserves the privilege of executive session when deemed appropriate by the Chair, as defined in the ASWVCO Bylaws.

Section 6 - There shall be one Ex-Officio member of the ASWVCO Senate, the Senate advisor. This member is present for the purpose of advising the Student Senate and shall not receive voting privileges.

ARTICLE VII APPOINTED REPRESENTATIVES

Section 1 - The ASWVCO Senate shall have the authority to appoint students to committees as specified in the Bylaws.

Section 2 - The selection and approval process for appointed representatives shall be defined and stated in the Bylaws.

Section 3 - Students selected as appointed representatives may be recalled for just cause as described in the Bylaws.

ARTICLE VIII CONSTITUTIONAL AMENDMENTS

Section 1 - ASWVCO Student Senate shall make and amend the Constitution of the ASWVCO as outlined in the Bylaws.

Section 2 - Proposed constitutional amendments must be posted for ten (10) business days in the Campus Life office prior to being approved by a two-thirds vote at a regularly scheduled meeting of the Student Senate. The amendments shall be submitted to the Senate advisor and the Vice President of Student Services.

Section 3 - Students may appeal amendments to the Constitution by submitting a petition to the Senate with signatures from ten percent (10%) of the student body supporting the amendment. The appeal must be filed with the ASWVCO Senate to be reviewed for appropriateness, clarity and accuracy. The appeal must then be approved by a two-thirds vote at a regularly scheduled meeting of the Student Senate.

ARTICLE IX BYLAW AMENDMENTS

Section 1 - The ASWVCO Senate will follow and amend the Bylaws of the ASWVCO according to the Bylaws.

Section 2 - Proposed substantial amendments of the Bylaws must be posted for fifteen (15) business days in the Office of Campus Life prior to being approved by a two-thirds vote at a regularly scheduled meeting of the Student Senate. The proposed amendments must then be submitted to the Senate Advisor, the WVC Vice President for Student Services, the WVC President of the College and the Board of Trustees for final consideration.

Section 3 - Students may appeal amendments to the Bylaws. The process for appeal shall be specified in the ASWVCO Bylaws.

ARTICLE X NON-DISCRIMINATION STATEMENT

Wenatchee Valley College at Omak is committed to a policy of equal opportunity in employment and student enrollment. All programs are free from discrimination and harassment against any person because of race, creed, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, the presence of any sensory, mental, or physical disability, or the use of a service animal by a person with a disability, age, parental status or families with children, marital status, religion, genetic information, honorably discharged veteran or military status or any other prohibited basis per RCW 49.60.030, 040 and other federal and laws and regulations, or participation in the complaint process.

The following persons have been designated to handle inquiries regarding the non-discrimination policies and Title IX compliance for both the Wenatchee and Omak campuses: To report discrimination or harassment: Title IX Coordinator, Wenatchi Hall 2322M, (509) 682-6445, title9@wvc.edu. To request disability accommodations: Student Access Coordinator, Wenatchi Hall 2133, (509) 682-6854, TTY/TTD: dial 711, sas@wvc.edu.

ASWVCO BYLAWS

ARTICLE I ASWVCO STUDENT SENATE

Section 1 - Purpose

The purpose of the Senate is to advocate for students and represent the student voice in College decision making. The Senate shall:

- A. Manage, direct and monitor the activities, guidelines and procedures of the Associated Students of Wenatchee Valley College [at Omak](#).
- B. Strive to learn, develop and achieve leadership skills and abilities.

Section 2 - Membership

The Senate is comprised of the Executive Board [and](#) Campus Activities Board.

The Executive Board is responsible for the administrative coordination of the Senate and is comprised of the following [three](#) officers:

- A. ASWVCO President
- B. ASWVCO Vice President
- C. ASWVCO Secretary/[Treasurer](#)

The Campus Activities Board (CAB) is responsible for coordinating activities and events and is comprised of the following [three](#) members:

- A. Director of Campus Activities
- B. Director of Public Relations
- C. Student Ambassador([s](#))

Section 3 - Term of Office

The term of office shall commence in September of the academic year through the last day of spring quarter of the same academic year. In the case of a mid-year appointment, the term of office shall begin on the date of appointment and extend to the end of spring quarter of that academic year.

Section 4 - Assumption of Duties

Senators assume full responsibility of each [position's](#) duties on the first day of training, as outlined by Campus Life.

Section 5 - Condition of Senate Member Tenure

- A. Each member of the Senate is responsible for fulfilling the duties outlined in their job description.

- B. Senators must have a minimum 2.5 cumulative GPA and enrollment in a minimum of eight (8) credits at Wenatchee Valley College.
- C. To remain in office, Senators shall maintain successful academic progress and complete a minimum of eight (8) credits per quarter (excluding summer quarter) and maintain a quarterly GPA of at least 2.5.
- D. Senators not fulfilling their responsibilities may receive written notification from the Senate advisor/President to correct deficiencies.
- E. The Senate advisor shall have the discretion to conduct quarterly performance evaluations and [regularly monitor the academic progress of senate members](#).
- F. Senators must have a minimum of three (3) quarters of academic coursework remaining (not including summer) at WVC upon the date of hire, or in the case of a mid-quarter appointment, the amount of academic work equal to the number of quarters remaining in the academic year they will serve as an officer.
- G. Senators shall adhere to WVC Academic Standards Procedure and the WVC Student Code of Conduct. Students who have been placed on Academic or Disciplinary Probation will immediately be relieved of their duties.

Section 6 - Meetings

- A. Regular meetings of the Senate shall be held weekly during fall, winter and spring quarters.
- B. The Senate reserves the privilege of executive session when deemed appropriate by the Chair and in accordance with Open Public Meetings Act and with RCW: 42.30.200.
- C. Meeting minutes will be recorded and made public in accordance with RCW 42.32.030.
- D. Parliamentary procedure, as outlined in Robert's Rules of Order (current edition) may be used.
- E. Each member of the Senate, except the chair, shall exercise the right to one vote. The chairperson shall remain neutral during meetings and cast a vote only in the event of a tie.
- F. Proxy votes will not be accepted.
- G. Quorum shall consist of 2/3 of the Senate, excluding the ASWVCO President.
- H. Unless otherwise specified in this document, all matters under consideration shall be ratified by a simple majority vote.
- I. Voting procedures will follow Robert's Rules of Order.

Section 7 - Compensation

Upon satisfactory completion of the responsibilities outlined in these Bylaws and the ASWVCO Terms of Appointment, members of the Senate shall receive compensation in the form of an hourly wage.

- A. All Senate Members must work 10 hours per week in the Fall, Winter, and Spring Quarters.

Section 8 - Responsibilities of the Senate

General responsibilities of the Senate:

1. Promote the goals and objectives of the Associated Student Body, as outlined by the Student Senate.
2. Manage the funds and property of the ASWVCO.
3. Professionally serve as a conduit of information or expression of concerns between College Administration, the Senate and WVCO students.
4. Participate in required meetings, trainings, college events and leadership development opportunities.
5. Serve, when appointed, on applicable standing, ad hoc and college committees.
6. Provide reports to the Senate and College.
7. Follow all College policies, procedures, departmental guidelines and State laws while on or off campus.
8. Positively work with the ASWVCO's and the Institution's internal procedures to voice concerns and resolve conflicts.
9. Communicate professionally through oral, written and electronic means.
10. Maintain regular office hours.
11. Maintain records, reports and documents of business; and use WVC network for organization and electronic storage.
12. Have a working knowledge of the ASWVCO Bylaws.
13. Actively advocate for and address student concerns.
14. Meet regularly with the Senate advisor/President to review position responsibilities, projects, goals and student development.
15. Staff all Senate events per quarter as class schedule allows; attend ASWVCO Club or Organization events when possible.
16. Assist other senate members as necessary.
17. Perform other duties as assigned by the Senate advisor/President.

Duties of Executive Board Officers:

1. The ASWVCO President shall:

- a. Serve as the liaison with College administration, attend and provide written/oral reports to the WVC Board of Trustees.
- b. Meet weekly with the Senate advisor.
- c. Serve as Chair for Senate meetings.
- d. Appoint Senate members to College, pre-tenure, standing and ad-hoc committees; if not otherwise stated in Article III, or as the need arises.
- e. Meet as needed with the WVC President and WVC Vice President of Student Services of Wenatchee Valley College.
- f. Oversee the preparation and distribution of all Student Government related news and information. Distribute meeting agendas and supporting materials at least one (1) business day before the Executive Board/Senate meetings.
- g. As needed, coordinate the facilitation of student surveys and gather student input on issues affecting the student body.
- h. [As able, represent the ASWVCO at legislative functions pertaining to students and update the Senate on legislative issues affecting community college students.](#)

2. The ASWVCO Vice President shall:

- a. Assume the duties of the ASWVCO President in the case of absence, resignation, dismissal, or forfeiture of office.
- b. Serve as Chair of the Interclub Council.
- c. Oversee the preparation and distribution of all Interclub Council related news and information. Distribute meeting agendas and supporting materials at least one (1) business day before meetings.
- d. Advocate for campus clubs & organizations to cultivate a strong campus community.
- e. Provide the Senate with [regular](#) reports on club activities, budget, chartering and affairs.
- f. Oversee Club Recognition and Certification process.
- g. Promote club and organization events to the campus community, in coordination with the Campus Life office.
- h. [Review](#) the ASWVCO Club Handbook in collaboration with the Senate advisor [at the beginning of each fall quarter](#).
- i. Coordinate [an ASWVCO Interclub activity/promotional event](#) each quarter.
- j. Promote [the ASWVCO Student Senate](#) to the student body and help recruit membership and participation in Senate events.

3. The ASWVCO Secretary/[Treasurer](#) shall:

- a. [As needed](#), serve as Chair of the ASWVCO Constitution and Bylaws Review Committee .
- b. [Serve as Chair of the S&A Budget Committee.](#)

- a. Coordinate the recording of the Senate meeting minutes.
- b. Distribute a draft of meeting minutes within one (1) business day of the meeting.
- c. Distribute and post approved minutes within one (1) business day.
- d. Meet as needed with the Senate advisor regarding student services activities, mentorship opportunities, the S&A budget, and other financial matters.
- e. Serve as the Co-Chair for the Interclub Council.
- f. Follow up on money motions passed through the Senate to ensure purchase and payment in a timely manner and regularly update the senate team on current budget totals.
- g. Annually prepare the ASWVCO program budget for the Senate in collaboration with the Senate advisor.

Duties of Campus Activities Board (CAB) members:

1. The Director of Campus Activities shall:
 - a) Lead the CAB and Student Senate at large in hosting events for the student body.
 - b) Delegate event duties to Senate members and ensure said duties are completed.
 - c) Oversee the distribution of event information to the student body and, when applicable, the community at large.
 - d) Ensure all event paperwork is completed promptly and correctly.
 - e) Chair a meeting with the Student Senate at the end of every quarter to plan the following quarter's events.
 - f) Ensure members of the Student Senate are hosting events as required by their position.

3. The Director of Public Relations shall:
 - a. Create all promotional materials for events and resources available to the Campus Community, including posters, flyers, emails, and web advertising.
 - b. Promote ASWVCO Student Senate and Coordinate recruitment when Student Senate positions are unfilled.
 - c. Coordinate ASWVCO social media accounts in collaboration with the Campus Life office and the Student Senate.
 - d. Assist the Director of Campus Activities as needed.

4. Student Ambassadors Shall (1-3 positions yearly):
 - a. Identify, plan and coordinate a minimum of one event per quarter related to Diversity, Equity and Inclusion and one event dedicated to student health and wellness.

- b. Identify, plan and coordinate a minimum of one event per year dedicated to social and civic responsibility.
- c. Oversee and manage voter registration for the campus community.
- d. Promote ASWVCO Student Senate Body and help recruit membership and participation in Senate events. Assist the Director of Campus Activities as needed.

Section 9 - Coordinators

The Senate, with the approval of the Senate advisor, may appoint Student Coordinators as necessary. Coordinators will specialize and focus in specific areas of responsibility to accomplish the duties deemed necessary to fulfill the mission and vision of the ASWVCO.

Section 10 - Probation

In the event a Senator does not satisfy the responsibilities outlined in Article 1, Section 4; Article I, Section 6; and Article I, Section 8 the officer may be placed on probation. The probation process is detailed in Article V, Section 5 of these bylaws.

ARTICLE II COMMITTEES

Section 1 - Initiation

Committees may be created as outlined by the ASWVCO Bylaws and as deemed necessary by the Senate and the Senate advisor. The appointment of the committee chair shall be the responsibility of the ASWVCO President, in collaboration with the Senate advisor. The appointment of committee members will be the responsibility of the Committee Chair, in consultation with the Senate and approval of the Senate advisor.

Section 2 - Standing Committees

A. Student Services & Activities (S&A) Fee Budget Committee (Spring Quarter)

1. Membership:

- a. ASWVCO Secretary/Treasurer, Chair, non-voting member
- b. All CAB members, voting members
- c. Two (2) students-at-large, voting members
- d. One (1) WVCO Faculty or Staff member, voting member, appointed by the Senate advisor
- e. Senate advisor, non-voting member.

B. Interclub Council

1. Membership:

- a. ASWVCO Vice President, Chair

- b. ASWVCO [Secretary/Treasurer](#), Co-Chair
 - c. One (1) representative from each ASWVCO Certified Club, voting member
 - d. Senate advisor or his/her designee, non-voting, Senate advisory member
2. Responsibilities:
- a. Create [a forum](#) for campus clubs to maintain a working relationship with the college.
 - b. Participate in regularly scheduled meetings/trainings.
 - c. Meet weekly or deemed as necessary during the [fall, winter, and spring quarters](#).
 - d. The Club Handbook shall be the official rules and procedures manual for the ASWVCO Interclub Council.
- C. Senate Membership Selections Committee (Spring Quarter)
- a. The method of selection, group membership, timeline, committee responsibilities and voting shall be outlined in Article [IV](#) - Selections and Appointments. This shall be the official rules and procedures for the selection committee.

Section 3 - Ad Hoc Committees

Ad hoc committees arise as deemed necessary by the Senate.

A. ASWVCO Constitution and Bylaws Review Committee

This committee reviews the ASWVCO Constitution and Bylaws as outlined in Article XII.

1. Membership:

- a. ASWVCO Secretary, Chair, (non-voting member)
- b. One (1) Executive Board member; (voting member)
- c. Two (2) CAB [members](#); (voting members)
- d. Three (3) students at large (non-Senate members); (voting members)
- e. Senate advisor, non-voting member

B. Budget Dispute Resolution Committee

1. Membership:

As per RCW 28B.15.045, the Budget Dispute Resolution Committee shall be comprised of:

- a. The Services and Activities (S&A) Fee Committee chair shall appoint one (1) student member of the Services and Activities Fee Committee who will chair the Dispute Resolution Committee, non-voting member.
- b. The Services and Activities Fee Committee chair shall appoint three (3) students of the Services and Activities Fee Committee, voting members.
- c. Three (3) representatives appointed by the Wenatchee Valley College Board of Trustees, voting members.
- d. Two (2) representatives appointed by the Wenatchee Valley College [at Omak](#) Administration, non-voting Senate advisory members.

2. Responsibilities:

- a. Resolving disputes, by vote, which might exist between the Services and Activities Fee Committee and College Administration, relative to the Services and Activities Fee Budget. The findings of the committee are forwarded to the Board of Trustees for final action.
- b. Meet only in the instance that a dispute regarding the Services and Activities Fee budget arises, according to the procedures set forth in the Financial Code.

- c. The Committee must meet within fourteen (14) business days of a dispute.
- C. Judicial Review Committee (meets only upon the receipt of an officially filed grievance)
 1. Membership:
 - a. Vice President for Student Services or designee, Chair
 - b. Five (5) students-at-large, voting members, selected by the Vice President for Student Services or their designee, and confirmed by the Senate
 2. Responsibilities:
 - a. Review upon request and modify, if necessary, any action taken against a member of the Senate, or student representative on any campus committee.
 - b. Evaluate appeals pertaining to the interpretation of the ASWVCO Constitution and Bylaws after the ASWVCO President and Senate have evaluated said appeals.
 - c. Review appeals of selection results.
 - d. The Judicial Review Committee quorum shall be 100% of all Judicial Review Committee members. All votes taken by the committee will need a majority vote of all members to pass. The Chair will vote only in the case of a tie.
 - e. All Judicial Review issues and discussions are confidential until the Judicial Review Committee has reached an official decision.
 3. Committee Process:
 - a. Review written reports of all parties involved in said grievance.
 - b. Hear verbal reports from each party involved. Each party will voice their argument to the committee separately from the parties involved.
 - c. Review the written and spoken testimonies and hold a final vote. The Judicial Review Committee shall compose a written explanation of its decision pertaining to the grievance within three (3) weeks of receipt of the grievance. The decision may be immediately made available to the Senate and campus community.
 - d. The final recommendation of the Judicial Review Committee shall comply with the ASWVCO Constitution and Bylaws.

ARTICLE III ASWVCO CERTIFIED/RECOGNIZED CLUBS

WVCO students desiring to organize may seek club recognition. Procedures for obtaining club recognition shall be set forth in the ASWVCO Club Handbook.

Section 1 - Purpose

The purpose of clubs shall be to give current WVCO students the opportunity to foster campus community, explore various interests and engage with student leadership.

Section 2 - Chartering Requirements

The Club Handbook shall be the official procedures manual for all chartering requirements. Student clubs must be student led and student run; not governed, facilitated, or directed by outside organizations.

Section 3 - Recognition

To become a recognized club, final approval is granted by the Senate. The club recognition process can be found in the Club Handbook.

Section 4 - Membership

Club membership may include current WVC Students and non-student members, so long as non-student members do not interfere with the participation of student members and all protocols concerning non-student members are followed as outlined in the club handbook.

- Membership in the club or organization may not eliminate, discriminate, or harass students on the basis of race, creed, color, religion, national or ethnic origin, parental status or families with children, marital status, sex (gender), sexual orientation, gender identity or expression, age, genetic information, honorably discharged veteran, or military status, or the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability.
- Exceptions are chapters of national associations whose bylaws require limitations on membership. These limits can only be made based on academic standing and/or academic merit.

Section 5 - Conditions

Organizations recognized by the Senate may:

- A. Use the name of the College.
- B. Use the facilities of the College.
- C. Administer services, programs, or activities.

Section 6 - Funding

ASWVCO clubs are funded with the use of Students Services and Activities Fee (S&A) as outlined in the Club Handbook.

Section 7 - Club Advisors

Each recognized club shall have a WVC Faculty/Staff advisor as outlined in the ASWVCO Club Handbook.

Section 8 - Rights, Responsibilities and Discipline of Clubs

The rights and responsibilities of clubs, as well as disciplinary actions are outlined in the ASWVCO Club Handbook.

Section 9 - Training

New Club Officers and Club Advisors shall attend annual club orientation/training coordinated by Campus Life, in order to receive recognition. Any change in club officers will also require training for the new officer(s).

ARTICLE IV SELECTIONS & APPOINTMENTS

All selections and appointments are made by majority vote and are final upon acceptance of the appointment. Priority in selection shall not be granted to students with prior experience with Student Senate to allow leadership opportunities to more students who have not had such experience.

Section 1 - Standard Filing Process for ASWVCO Student Senate

Applicants may apply for more than one position. A fully completed ASWVCO Senate Application packet shall include:

1. Completed ASWVCO Campus Life Application Form
2. Cover Letter
3. Resume

Section 2 - Selections Committee Membership & Responsibilities

A. Membership:

1. Chair, [the Senate Advisor](#), voting member
2. [At least one](#)(1) current Executive Board [member](#) and [one CAB](#) member, [both](#) voting members
3. [At least two](#) (2) students-at-large, [who may or may not be Senate members](#), voting members
4. One (1) [WVCO](#) Faculty or Staff member, voting member, appointed by Senate Advisor.

Once the committee is established (after first meeting is held), members may not apply for Senate [positions](#).

B. Responsibilities:

1. All committee members must be present at each interview and the entire deliberation in order to cast a vote.
2. Each member of the committee must sign a letter of confidentiality.

C. Candidate Selection Process

1. All Senate positions must be posted within the [WVCO](#) community and advertised for a minimum of [two](#) weeks.
2. The Selections Committee will:
 - i. Outline the experience, skills, abilities and/or strengths the committee is seeking in a final candidate.
 - ii. [Review applications](#).
 - iii. Identify and agree upon interview dates, times and final selection meeting.
 - iv. Interview each candidate in a non-biased manner, utilizing the same interview questions and providing the same amount of time for each candidate's interview.
 - v. [Upon a decision\(s\) of the committee, the ASWVCO Senate Advisor will perform reference/conduct checks and make job offers](#).
3. The committee [should select](#) the best candidate to fill the position based on interview scores and candidate's experience, skills, abilities, strengths, [and interview performance](#).

Section 3 - Voting

All decisions made by the committee require a majority vote.

Section 4 - Timeline

The Selections Committee shall be organized within the first two (2) weeks of spring quarter for the formation of next year's Senate. If all positions are unable to be filled in spring, then the new Selections Committee will continue into the fall.

Section 5 - Senate Appointments to Campus Committees

Appointments of student positions on campus committees shall be made by the ASWVCO President. Exceptions made in the case of vacancies will be at the discretion of the Senate advisor.

- A. The ASWVCO President shall announce openings for student representation on all applicable campus committees by the first (1st) week of fall quarter and/or as they become available.
- B. Candidates for campus tenure committees may attend a training session coordinated by the Senate advisor or their designee.
- C. Campus committee appointments shall be reported by the ASWVCO President at the next available Senate Meeting. Names shall then be forwarded to the WVC President's Office and respective College administrators.

Section 6 - Appointments Due to Vacancies

Appointments to vacant Senate positions shall follow the process explained in Article 4. The Student Senate and Senate Advisor may attempt to hire for vacant positions as needed but no more than once per quarter.

ARTICLE V ASWVCO CODE OF CONDUCT AND ACCOUNTABILITY

Section 1 - ASWVCO Student Senate Expectations

- A. Each year, during training, the Senate shall generate a formal set of behavioral expectations, based on Wenatchee Valley College at Omak values, as a standard of performance for the Senate. If any member does not meet the group expectations, they may be subject to review and probation by the Senate advisor/President.
- B. Comply with all College rules and regulations as outlined by the WVC Rules of Conduct, Student Code of Conduct and these ASWVCO Bylaws.

Section 2 - Attendance Policies

Senators are expected to abide by the following attendance guidelines:

- A. Miss no meeting/shift in any one (1) quarter without an oral/written exemption from the Senate Advisor/President. Notice must be received within twenty-four (24) hours of the meeting/shift by the Senate Advisor/President. Exceptions for extenuating circumstances will be taken into consideration.
- B. Obtain an oral/written exemption one week in advance from the Senate Advisor/President prior to missing any training, retreat, or event in which the member has agreed to and/or is obligated to attend.

Section 3 - ASWVCO Process of Accountability

The accountability process describes actions to be taken in the event a Senator receives allegations or fails to abide by the Standards of Conduct at Wenatchee Valley College at Omak and as outlined in

Article V, section 1. Final decisions regarding accountability will be at the discretion of the Senate advisor.

A. Corrective Action

Corrective action will be taken utilizing the philosophy of restorative justice.

B. Verbal Warning / Counseling

A meeting shall be convened by the Senate advisor to investigate allegations brought against a member of the Senate. If appropriate, the Senator may receive a verbal warning to correct their behavior. Repeat or multiple offenses may mandate probation. Except when necessary, this counseling shall be kept confidential.

Section 4 - Reprimands

Reprimands shall be initiated in writing by the Senate and/or the Senate advisor, kept in member's file, and kept confidential, when possible.

Section 5 - Probation

A. If a written reprimand is not effective, or if the seriousness of the offense warrants immediate probation, a probationary timeline and terms will be set by the Senate advisor. If the member has not improved within the established timeline, dismissal from office may occur.

B. Senate members falling below specified quarterly GPA requirements will be subject to a probationary period for a minimum of six (6) weeks under the supervision of the Senate advisor.

ARTICLE VI REMOVAL FROM OFFICE

Section 1 - Terms and Conditions

Any Senate member may be dismissed from office for the following:

- A. Failure to maintain the responsibilities, duties and/or minimum qualifications of their office.
- B. Failure to follow policies and procedures outlined in ASWVCO Bylaws, Constitution, Wenatchee Valley College Rules of Conduct, Student Code of Conduct and State / Federal Law.
- C. Abuse of power of office as determined by the Senate.
- D. Failure to successfully complete the terms of probation outlined by Senate advisor.

Section 2 - Removal by the Senate

If no improvement of performance/behavior is recognized after the process outlined in Article VI Section 3, there may be impeachment by a majority vote of the Senate. The Senate shall provide written explanation outlining their decision and post in a public place for no less than two weeks. If the action(s) of the member is deemed serious or dangerous, the Senate advisor may terminate the member immediately.

Section 3 - Suspension/Removal by the Senate advisor

The Senate advisor shall:

- A. Suspend with or without pay, pending the outcome of an investigation pertaining to a violation of WVC's Rules of Conduct, Student Code of Conduct, ASWVCO Terms of Appointment, or Duties of Officers (Article I, Section 8).
- B. After following performance/behavior processes (Article V, Section 3), terminate a Senate member for not abiding by these bylaws or the ASWVCO Terms of Appointment.

Section 4 - Petition for Removal by the Student Body

- A. Any member of the associated student body may initiate a recall against a Senator.
- B. The recall process shall follow (Article VI, Section 3, Part A).

ARTICLE VII RESIGNATION AND ABANDONMENT

Section 1 - Voluntary Resignation

Any member of the Senate who wishes to resign from their position shall submit to the ASWVCO President and Senate advisor a signed letter of resignation. In the case of the ASWVCO President's resignation the letter shall be submitted to the Senate advisor. Membership tenure will end immediately upon submission of the letter of resignation.

Section 2 - Unauthorized Absence/Position Abandonment

Any member of the Senate who is absent without authorized leave and has failed to contact the Senate advisor for a period of five (5) consecutive business days will be considered to have abandoned their position. The Senate advisor will make at least five (5) attempts to contact the Senator to determine the cause of the absence. The member's tenure may end immediately with notice from the Senate advisor.

ARTICLE VIII FINANCES

Section 1 - Guideline

The ASWVCO Senate oversees the management of the Services and Activities Fee designated by the Washington State Legislature in RCW: 28B.15.044. The ASWVCO Financial Code governs the use of these funds allotted by the Board of Trustees to the ASWVCO and revenues generated by the organizations administered by the ASWVCO. All funds collected and expended are subject to the policies, regulations and procedures set forth in the Financial Code, in addition to those set by Wenatchee Valley College Administrative Procedures, the Wenatchee Valley College Board of Trustees, opinions of the Washington State Attorney General, the State Board for Community and Technical Colleges, rules of the State Office of Financial Management and the laws and regulations of the State of Washington.

ARTICLE IX INITIATIVE AND REFERENDUM PROCESS

Section 1 - Initiatives

Initiative measures shall be put to a vote of the general student body upon submission of a petition to the Senate, clearly stating the issue and signed by at least 10% of currently enrolled students. Such petitions may be submitted to the Senate at any regularly scheduled meeting. Approved initiative measures must be publicly posted for a period of two (2) weeks prior to the election in which it shall be voted on.

Section 2 - Referenda

Referenda may be put to vote of the general student body upon a simple majority vote of the Senate. Approved referenda must be publicly posted for a period of two (2) weeks prior to the election in which it shall be voted on.

ARTICLE X POSITION STATEMENT

Section 1 - Establishing Position & Opinions

The Senate reserves the right to clarify and interpret documents and policies, answer complaints and establish Senate position statements on issues relating to students and their education.

Section 2 - Process

The Senate may issue a position statement when:

- A. A member of the ASWVCO makes a written request for clarification of any document or procedure relating to student governance.
- B. The Senate, through the passage of a motion, desires to take a position on an issue of importance to the ASWVCO or for clarification necessary for the maintenance of internal affairs.

Section 3 - Procedure

The procedure for adopting a position statement shall be as follows:

- A. The ASWVCO President **or their designee** shall coordinate in depth research into the situation and draft a preliminary recommendation.
- B. Not more than two (2) weeks shall elapse during this drafting. No later than the first Senate meeting following the conclusion of the two (2) week draft period **shall** the preliminary draft be presented.

Section 4 - Approval

Approval of a position statement shall require a majority vote of the Senate.

ARTICLE XI AMENDMENTS

Section 1 - Grammar, Spelling and Punctuation

Grammar, spelling and punctuation changes may be recommended by a simple majority vote of the ASWVCO Constitution and Bylaws Review Committee and a simple majority vote of Senate. The Senate may independently initiate and approve grammar, spelling and punctuation with a simple majority vote. Additional approval is required from the Senate advisor and approval from Wenatchee Valley College's President or Board of Trustees, before amendments may take effect.

Section 2 - House Keeping Revisions

Minor revisions to the bylaws, which do not substantially change the overall intent of the bylaws or any of its articles, may be recommended by the ASWVCO Constitution and Bylaws Review Committee and approved by a simple majority vote of the Senate. The Senate may independently initiate and approve any House Keeping revisions that do not substantially change the overall intent with a simple majority vote. Additional approval is required from the Senate advisor and approval from Wenatchee Valley College's President or Board of Trustees, before amendments may take effect.

Section 3 - Amendments

Amendments to the bylaws which substantially change the overall intent of the bylaws or any of its articles must be recommended by the ASWVCO Constitution and Bylaws Review Committee. The amendments must then be approved by a majority vote of the Senate, the Senate advisor and by the Wenatchee Valley College's President or Board of Trustees before amendments may take effect.

- A. Any such amendment must be well publicized with written notice for fifteen (15) business days before ratification takes effect. Students may appeal the amendment by submitting a petition to Senate advisor with signatures of 10% currently registered students before ratification takes effect. At such time, the amendment may be placed on the ballot in any regular or special election and must be ratified by a simple majority of the students voting to be binding.
- B. Each time the Constitution or Bylaws are revised, a written report must be made documenting each change, why the change is needed and the intent of the change made.

ARTICLE XII OTHER REGULATORY DOCUMENTS

Section 1 - Club Handbook

The Club Handbook is a document for clubs that includes information on the certification/recognition process, funding information and helpful hints for running an effective organization. It is reviewed annually by the ASWVCO Vice President and Senate advisor.

Section 2 - ASWVCO Financial Code

The Financial Code governs the use of collected student fees and other public funds allotted by the Board of Trustees to the Associated Students, including those revenues generated by the organizations administered by the Senate. The Senate advisor is responsible to the College for the administration and compliance of the Financial Code. The Financial Code may be revised as needed. Changes/additions must be submitted to the Senate advisor. All changes to the Financial Code must be reviewed by the WVC Vice President of Student Services or their designee, the WVC Vice President of Administrative Services, the WVC Presidents' Cabinet and finally to the Board of Trustees for approval.