



BOARD WORK SESSION
June 11, 2025

10:00 A.M. – Board Work Session.....	Lucy Covington Government Center, Nespelem
3:00 P.M. – Board of Trustees Meeting.....	Lucy Covington Government Center, Nespelem

<u>TIME</u>	<u>AGENDA</u>	<u>PAGE</u>
10:00 am	OPENING PRAYER – Lake Roosevelt High School Language Students	
10:10 am	WELCOME – Tammy James, President Harrison, Council Member	
10:20 am	INTRODUCTIONS	
10:35 am	LANGUAGE/COLLEGE IN THE CLASSROOM UPDATE – Samantha Turner, Leanne Campbell & Cassie Vargas	
10:55 am	AHS PROGRAM UPDATE – Samantha Turner & Kestrel Smith	
11:15 am	EARLY CHILDHOOD EDUCATION UPDATE – Samantha Turner, Jeanie Kent & Hilary Martinez • Student Perspectives	
11:35 am	HIGH SCHOOL+ UPDATE - Samantha Turner, Calleigh LaFontaine, Carey Reyes, LaKetha Jordan & Riva Morgan • Student Celebration	
11:55 am	NATURAL RESOURCES UPDATE – Tod Treat, Kamea Pino, Rebecca Hunt	
12:15 pm	LUNCH (working lunch)	
12:30 pm	POST TENURE REPORT: Kestrel Smith	1
1:00 pm	UPDATE • Strategic Plan • Indian Education Summer Teaching Institute • Native American Classic • MOU Status	
1:45 pm	PLANNING NEXT STEPS • WVC Board of Trustees & Colville Business Council ○ Education Priorities	
2:30 pm	TRUSTEE COMMUNICATIONS • ACT Spring Conference • ACCT Leadership – October 22 – 25, 2025, New Orleans	
2:40 pm	FINANCIAL REPORT – Fred Neghabat	
2:45 pm	ACTION/ SECOND READ • 2025 - 2026 ASWVC & ASWVCO S&A Budget • 2025 - 2026 Tuition and Fees • 2025 – 2026 Tuition and Fee Waivers • Continued Spending Resolution for 2025-2026	60 75 77 79
2:55 pm	BOARD MEETING AGENDA REVIEW	

BOARD OF TRUSTEES MEETING
June 11 2025
3:00 P.M. – Lucy Covington Government Center, Nespelen

AGENDA

CALL TO ORDER	Page
APPROVAL OF MINUTES	
1. May 14, 2025, Regular Board Meeting	55
SPECIAL REPORTS	
2. AHE President, Sharon Wiest	
3. WPEA Chief Shop Steward, Wendy Glenn	
STAFF REPORTS	
4. Dr. Faimous Harrison, President	
5. Dr. Tod Treat, Vice President of Instruction.....	9
6. Dr. Diana Garza, Vice President of Student Affairs	14
7. Brett Riley, Vice President of Administrative Services.....	21
8. Lisa Turner, Interim Executive Director of Human Resources	26
PUBLIC COMMENT	
ACTION	
9. 2025 - 2026 ASWVC & ASWVCO S&A Budget	60
10. 2025 - 2026 Tuition and Fee.....	75
11. 2025 – 2026 Tuition and Fee Waivers.....	77
12. Continued Spending Resolution for 2025-2026	79
ADJOURNMENT	

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

Post Tenure Review Report



Name: Dr. Kestrel A. Smith

Discipline: American Indian Indigenous Studies (AIIS)

Date: April 1, 2025

Narrative:

Fall 2024: I served as faculty advisor for a WVC student engaged in a self-directed film project in collaboration between WVC and two filmmakers from Seattle area (entitled "Empowering Tribal Student Storytellers: Our Mr. Matsura Short Film Project"). In meetings with this student throughout the fall quarter, I engaged in reflective discussions with her that asked her to think about her positionality in this film project and the (personal and professional) development she experienced in not only exploring her family's history through the photographs of Frank Matsura, but also through the filmmaking process she was embarking on in collaboration with the filmmakers. During these one-on-one discussions with the student, I collected experiential narratives on what participating in the project was like for her as a Native student collecting information on an ancestor and tying their story into the larger film project on Frank Matsura.

Details on larger film project as follows:

Student(s) will join a team of filmmakers including independent film producer/director Beth Harrington, filmmakers Hatsumi Asaka and Nora Colie, and producer Francene Blythe-Lewis in a groundbreaking documentary project funded by the National Endowment for Humanities. As part of this project, two Tribal student interns will have the unique opportunity to collaborate closely with the film team. Titled 'Our Mr. Matsura,' this feature-length documentary explores the life and relationships of Japanese-born photographer Frank Matsura through his captivating photographs of the people, community, and landscape of the Okanogan Valley in the early 20th century. Matsura's subjects included families of the Confederated Tribes of the Colville Reservation as well as non-native settlers. This is your chance to be part of a project based on the cultural heritage of the Colville Confederated Tribes while gaining valuable hands-on experience in documentary filmmaking. Participants will receive mentorship from a filmmaking team based in Portland, Oregon, primarily through virtual sessions on Zoom. These sessions will encompass story

structuring, equipment workshops, and one-on-one assistance in shaping participants' films from conception through the beginning, middle, and end stages of production.

Details from one filmmaker on the specific role of my student in the larger film project are as follows:

"Duties and responsibilities for this internship include writing, creating structure, storyboarding, interviewing, observing, reflecting, and learning to understand the flow of a documentary narrative. Additionally, (student) is collaborating with professional storytellers in the process. The ultimate goal is to create a short film based on one of the women photographed by Matsura—who also happens to be (student's) ancestor."

Winter 2025: After assessing the student narrative provided in Fall 2024 Quarter (via Independent Project), I worked to build connection to my class, *AIIS 170: Film and Cinema Through the Indigenous Lens*, by integrating her experiential narrative feedback into a larger assessment presented to students in AIIS 170. This includes a redesign of the Final Project in AIIS 170 that asked students to reflect on the eras of film and cinema presented across the entire class, as well as their place and experiences within it. See **(A) Impact on Student learning and success** and **(D) Summary of student feedback** below for details.

A. Impact on student learning and success.

In both quarters (Fall 2024 and Winter 2025), I assessed student learning through a variety of ways to engage with film:

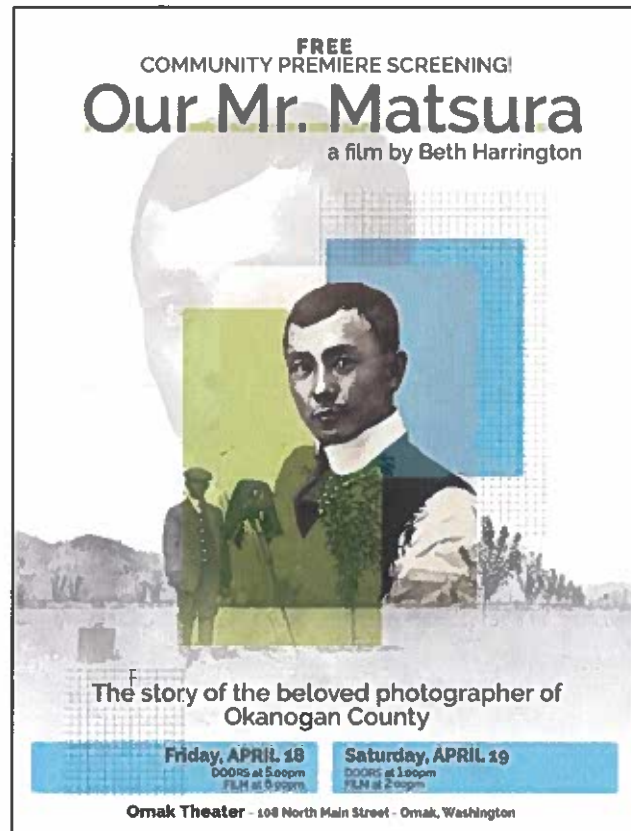
- Fall 2024: Independent student engaging oneself through self-exploration of family ties through exploration of photographs and the creation of film itself.
- Winter 2025: Students engaging with more broad connections to exploring cultures and differing perspectives through film and the social eras that produced them.

At the end of the Independent Project (Fall 2024), the self-directed student provided insights into what this experience had been like for her. A sample of her thoughts as follows:

"Being able to be in this film was a great experience. During this I was able to learn more about my ancestors from the area and who they were. Learning about my ancestors was a great way for me to understand who they were able to do what they had done. I took on the

project and I decided to learn about my ancestor... I was able to use pictures by Frank S. Matsura that he had taken of (ancestor) and other family members."

The completed film, *Our Mr. Matsura*, includes the work that this student created through the Independent Project. The film will be shown to our local community in a free screening in Omak, WA on April 18th and 19th. (See movie poster to the right.) Additionally, the Red Road Association (student club at WVC Omak) is also in discussion with theater owner and filmmakers on how to participate in this showing in a supportive and collaborative role.



At the beginning of the Winter 2025 Quarter, AIIS 170 students were advised that the course would ask them to consider the following components, using a variety of readings and films to apply:

1. The wide-ranging representation of the Indigenous image through the eras and genres of American cinema.
2. The influence these varied portrayals have on the way Indigenous peoples are seen in mainstream American society.
3. The effect and meaning of self-determining the Indigenous image through Indigenous-produced films.
4. Consideration of film and cinema as:
 - a. A channel of exploration and expression of Indigenous identity

- b. A means of analyzing and understanding historical and contemporary issues within Indigenous communities
- c. A tool for revitalizing and maintaining Indigenous knowledges, practices, and languages
- d. An instrument of resistance to historical and contemporary pressures of colonization
- e. A method for educating non-Indigenous communities on the Indigenous experience

B. Contribution to their discipline.

The student data provided via both self-reflection and analysis (Fall 2024 and Winter 2025) provided valuable insights into how to further improve course curricula and classroom techniques.

For example, as the culmination of the Winter 2025 Quarter, I redesigned the Final Project in AIIS 170 to gather self-reflections from students enrolled in AIIS 170 on how engaging in culture through film enriches and/or changed their experiences in the classroom. These questions have helped inform me on ways to think about additional methods of approaching how I teach AIIS 170 in future quarters. The questions posed to AIIS 170 students in the Final Project were as follows:

1. (How) has engaging with issues relevant to Indigenous communities through film has enriched your classroom experience? Specific examples you can think of?
2. (How) have the films you've watched helped you better understand different cultures, traditions, or perspectives? Can you recall a specific film or moment that stood out in broadening your cultural view?
3. (How) has engaging with film influenced the way you participate in class discussions or activities? Has it made certain topics more interesting, easier, or harder to grasp?
4. Have any of the films sparked a personal connection for you—whether it's relating to a character's journey or seeing your own experiences reflected on screen?
5. In what ways have films encouraged you to think more critically about issues such as identity, history, and social dynamics? Can you think of a film that challenged your perspective or prompted deeper questions?
6. How can film be used outside of the classroom as a tool for future learning?

7. Which was your favorite and least favorite film we watched in class?
8. Any other thoughts or feedback you would like to provide?

Overall, students in AIIS 170 found that engaging in topics of exploration through film allowed them to connect more deeply with the content, more than with just readings alone. Many of them expressed that they appreciated first starting with readings to introduce a topic and then getting to see it “play out” on the screen through a particular film that was assigned in the class; the visual component expanded their ability to comprehend a topic that they had previously read about. Students were able to articulate the connections between the eras of film and cinema we explored and what was happening in the U.S. during that time, and then explain how that impacted what was created in Hollywood and other film producers. (More to follow in later section.)

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

Both of these student surveys tie directly to the history and culture of the Confederated Tribes of the Colville Reservation (CCT), part of WVC’s specific service district, and in doing so, they serve to support the partnership between WVC and CCT. For example, the Fall Quarter (Independent Project) connects very directly to CCT tribal members, past and present, and allows for an exploration between the generations. Additionally, the film being shown in April 2025 (included above) is going to be made available for free to the Omak/Okanogan community at large, opening up opportunities for community members to further learn about their relatives and ancestors in a similar way that my student did. Additionally, in the AIIS 170 class, I am intentional to include examples of film and filmmaking that reverberate very closely within our own Okanogan community. Not only does the film *Smoke Signals* have direct connections to people in our local community (actors, places, props), but the documentary entitled *Older Than the Crown* illustrates the decades-long trials and tribulations (and successes) put forth by the Sinixt Peoples, one of the 12 Tribes of the Confederated Tribes of the Colville Reservation, to reclaim formal recognition by Canada as not an extinct Peoples.

D. Summary of student feedback.

Feedback from Fall 2024 Independent Project student (self-reflection):

- *“The way that Frank had pictured (ancestor) and other people is very different compared to what they actually wore around. Frank had put them in clothing that didn't resemble what they were wearing normally around them. I thought the pictures that Frank had taken were unique and it was a different way of capturing the people from Okanagan and Omak area.”*
 - Here, the student is comparing and contrasting how her family knew her relative(s) to dress and live as compared to the (sometimes differing) way they were presented by Matsura through his photography. Once she brought this forth in conversation, we discussed how this was also a similar theme with the famous photographer Edward S. Curtis. On the one hand, Curtis' photographs are often the only source of visual record many Native peoples today have of their relatives; an incredible, irreplaceable family treasure. However, on the other hand, his work is often criticized due to the fact that Curtis was known to manipulate his photography subjects to only reflect traditional cultural aspects and intentionally remove any contemporary notes (being worn, in the background, etc.) from his photographs. She found this very interesting to learn about how this was not an uncommon experience for some of the first Indigenous photography subjects in U.S. history.
- *“My experience what (sic) I first met the film crew for this film was amazing. I was able to learn about lighting, angles, zoom, sound, and learn how to use the slate. Each person had their own camera they were working with, or their own machine they were using that helped with the filming process. One that was interesting to me was the sound person and what you have to keep in mind while setting up for an interview. During the interview with Randy, sound was an issue to the sound system even though the room was silent, the microphone still could pick up the slightest sound. I can say that my overall experience with this project so far has been amazing and I can say that I was so grateful to of met so many amazing people and through this I was able to learn more about my ancestors and see you (sic) they were and what they looked like. If it wasn't for Frank Matsura, I would not if (sic) been able to see who (ancestor) was and what she looked like but also, I would be able to see more of my family that (ancestor) was posed with.”*
 - Beyond her personal connections to some of Matsura's photographs, this student found the experience of helping to actually create a film to be very useful to her overall academic and career goals. She was surprised by quite a few components

of creating film, but also found the entire experience very formative. At the conclusion of our work together, this student expressed that this experience has deepened her interest in filmmaking, as well as her faith in her abilities to actually do the work. I have a lot of faith that this building of self-confidence is going to open many doors for her in the future.

Feedback from AIIS 170 Winter 2025 students (a sampling):

"Being able to engage in film in a way that I never thought that I would was being able to wholeheartedly dissect it...I feel like movies are going a lot quicker for me now because (now) I am looking really hard into them and noticing a lot more pieces than I did before...that has given me a better voice to really understand that everything that a director chooses to put into these films and being able to analyze that, giving me the tools to be able to break down a movie for what it is and take those pieces then talk about them. I just watched Killers of the Flower Moon with my sisters, which they had never seen before, or knew anything about what happened to the Osage people. And due to those tools you taught me, not just for discussions in class, but for discussions outside of class that I get to use on a day to day life, using those tools I was able to explain to them the history of what happened with the Osage people and then be able to explain to them how those pieces of history are impacting and relevant in our world today...and so I was really able to link things together for them to be able to see it....which was cool to actually be able to have the vocabulary to be able to express it to them."

"I think the way that this has enriched my classroom experience is being able to take what we learned from this class and seeing it in upfront America, which is America through film, and being able to take those issues...and being able to articulate it in ways to people from the material and everything that you have taught us in class. I think that is how it made this experience a lot better is being able to actually focus in and see in a clearer lens."

"As a Native person, one thing that this film, but also this class has taught me is to be able to vocalize what it means to be Indigenous. And that is a question that I have battled with my entire life. I'm probably the darkest in my family, and I have a lot of Caucasian family members, and so it has always been a struggle what it means to be Indigenous to me, what my Indigeneity means to me, and how I should go about existing in this world and in this space. And I think media has

a huge part in that, in who I am supposed to be because of who I am and that has been a huge struggle for me. I think you and this class have taught me that what it means to be Indigenous is what it means to be human. It's the same thing and they do not contradict each other...and I think that is probably the biggest thing that I've taken away from this class when it comes to thinking more critically about film. When it comes to identity, perspectives, and everything like that. That conversation really opened up for me internally, that I don't have to be anything seen in cinema...and I don't have to be one way to seem more Indigenous and I don't have to be another way to seem less Indigenous and take away, because I'm just a person. So that was something that I really appreciated through this class and being able to highlight that for my own identity. So I really appreciate that, and that is probably something that I will continue to focus on in my life and will carry for the rest of my life."

"Movies have been seeming more and more rushed now that I know that there is so much messaging and there's so much character development, so much story that can be told within a film. Especially now that I know how to dissect it a little bit better, it really has changed how I have been watching movies lately."

"My favorite movie was probably Dances With Wolves, I really did enjoy that one. There was something very special about it, and I've noticed that I didn't realize how many references people in my life made to Dances With Wolves until I watched it, so now it's finally all clicking."

"It enriched my classroom experience because it allowed for in-depth discussions of new and important topics through this engaging medium entertainment, as opposed to just having to read or be lectured to. It really opened up the difference in perspectives of the people who view these movies, because we're all watching the same movie but the way that we feel about what's being shown on screen is different...and it really helped me to understand how film impacts people."

"Watching early western films and the short video clips that prominently displayed the rather negative views and attitude towards Native people really helped me gain insight to the minds of the people who not only produced these movies, but also the ones who consumed them. Putting into perspective what the norm or understanding of Native people among mainstream society was really eye opening for me."

LEADERSHIP REPORTS

Instruction

Dr. Tod Treat, Vice President

BUILD STEWARDSHIP, EFFICACY, AND INSTITUTIONAL FINANCIAL HEALTH

Grant Awards: Investing in Innovation and Student Success

1. Prescription for Success: Exploring Pharmacy Careers and Expanding Pathways

Awarded: \$44,231.22

This initiative is more than just a grant — it's a doorway into healthcare careers for students who may have never considered pharmacy as an option. Through accessible and engaging materials, we are helping people understand the broad spectrum of roles within pharmacy, many of which are often overlooked.

- **Career Exploration** – Helping students and job seekers discover what's possible in pharmacy through online tools, real-world stories, and hands-on activities.
- **Opening Doors** – Whether someone has no experience or is already in healthcare, this project creates entry points into pharmacy technician careers.
- **Boosting Enrollment** – Increasing awareness of WVC's Pharmacy Technician Program and strengthening our community's healthcare workforce.

"Whether you're a student exploring healthcare or someone looking for a change, the Pharmacy Pathways Initiative is your gateway to a rewarding future."

2. Facilitated Educator Training Program

Awarded: \$30,000

Our educators are the key to lasting change in student outcomes. This program will give high school and college instructors the training and support they need to better align curriculum, improve the quality of dual credit offerings, and foster real collaboration across sectors.

- **Why This Matters** – Students often struggle when transitioning between high school and college due to gaps in curriculum. This project closes those gaps.
- **Outcomes by Year 1:**
 - More consistent and high-quality dual credit programs.
 - Stronger partnerships between K-12 and college faculty.
 - Increased instructor capacity to lead alignment work.

This work lays the foundation for seamless student transitions and career-ready graduates.

3. Competency-Based Education (CBE) Pilot: For Industry and Degree-Seeking Students

Awarded: \$130,405.00

This grant supports the launch of a forward-thinking pilot that will give students — whether career-changers, high school graduates, or incumbent workers — more flexible options to gain skills at their own pace.

- **What's New** – Students advance based on demonstrated learning to meet industry need.
- **Initial Focus** – Machining and Welding, with plans to expand to Engineering, HVAC, Computer Tech, and Graphic/Digital Design.
- **Why It Matters** – It bridges the gap between traditional degrees and fast, industry-driven training.

"We're not just changing the delivery model — we're changing lives by meeting learners where they are and giving employers what they need."

Funding Report

2025/26 - CWAHEC State funding for CWAHEC of 410,000 for the biennium (\$205,000 annually) from the Department of Health (DOH) was approved in the state budget. The draft statement of work (SOW) has been created and submitted to DOH. CWAHEC leadership will be meeting with DOH on June 2nd to finalize the

2025/26 SOW and begin the contracting process. Funds will be made available to CWAHEC beginning July 1, 2025. DOH budget covers 45% of salaries and benefits for CWAHEC Staff
Federal AHEC Funding

2024/25 fiscal year ends August 30th. CWAHEC has been assured of grant funding until this date. June quarterly narrative program report along with 2025/26 budget (187,000 annually) was submitted to University of Washington May 23rd. Federal approval for the AHEC grant program continues to be unknown at this time. The AHEC grant budget covers 55% of salaries and benefits for CWAHEC Staff

CREATE A CULTURE OF EXCELLENCE

Medical Assistant (MA) Program – Josie Story

This summer, 14 of our MA students are heading into their practicum at local healthcare providers including Confluence Health, CVCH, Coulee Medical Center, and Mid-Valley Hospital.

“They’re nervous, but ready — and I couldn’t be prouder. They’re about to put months of hard work into action and begin truly helping patients.”

- Practicum prep has been a collaborative effort, with deep thanks to Imelda for supporting placement logistics.
- Looking ahead to Fall 2025, interest is high. Josie has been fielding numerous inquiries and expects a strong incoming cohort.

Chemical Dependency Studies (CDS) – Beverly Warman, M.Ed.

Two big developments from CDS:

1. **Program Name Change** – Reflecting modern terminology and evolving roles in addiction recovery.
2. **Student Support Grant – \$12,500**
 - i. Funded by the Washington Student Achievement Council and HCA.
 - ii. Provides up to \$500 per student for **anything** they need — books, childcare, gas, groceries — to stay in school and succeed.

“We expect to start distributing these funds next week. I love anything that puts money in the hands of students!”

Medical Laboratory Technician (MLT) – Pat

WVC’s MLT program continues to show strength:

- **NAACLS Accreditation Prep** – The self-study for our next accreditation cycle is underway. We earned a perfect 10-year accreditation in 2017 and hope to do the same again.
- **Enrollment Notes** – While we anticipated 21 second-year students, we have 17 confirmed. Recruitment is ongoing.
- **Clinical Site Expansion** – We’re growing partnerships in the Tri-Cities, Olympia (with Kaiser), Spokane, Yakima, and possibly the Olympic Peninsula.

“Our goal is to build a statewide lab workforce — we’re thinking bigger, and we’re going further.”

BECOME A PREMIER STUDENT-CENTERED COLLEGE

BAS – Behavioral Health – Dr. Kris Lau

Launched in partnership with Big Bend Community College, our inaugural BAS cohort is full — with a waiting list!

- **Cohort Highlights (WVC Side):**
 - 44% Hispanic/Latine/x
 - 88% working full- or part-time
 - 50% are caregivers
 - Many are already employed in social services — they’re upskilling for leadership roles.

“The response has been amazing — and the need in our communities is even greater. These students are future leaders in behavioral health.”

Additional Highlights:

- Kris recently presented on strengthening employer partnerships at the statewide Baccalaureate Leadership Council / Workforce Education Council meeting.
- She also gave a public talk on **Compassion Fatigue** on May 28 — open to students and community members — as part of her mission to make mental health knowledge more accessible.

ADVANCE ACADEMIC EXCELLENCE IN TEACHING AND LEARNING

AHEC Scholars

Graduation 2025 - 21 CWAHEC Scholars. Thirteen of the scholars are enrolled in the WVC LPN to BSN program, the other scholars will complete the following programs: naturopathic medicine, physical therapy, chemical dependency, Doctor of Nursing (DNP), and medical doctor.

CLOSE EQUITY GAPS

Pathway Events

Scrubs Camps demographics:

Yakima 50	1% Asian
Wenatchee 116	38% Hispanic/Latino
Big Bend 114	32% White/Caucasian
Omak 121	15% Native American
60 % of the students attending all four events	14% rest were multiple ethnicities
qualified for free lunch program	Over 75% of students live and attend school in rural communities

Future Pathway Events

- 2 Teddy Bear Clinics – Migrant/Seasonal Head Start Programs at East Wenatchee and Bridgeport sites. Clinics will take place at scheduled parent education meetings.
- Summer events – Kittitas Valley Health Care Career Exploration and Multi Care Academy for Students in Healthcare Camp (Mash Camp) both events are three-day health care exploration opportunities for high school students.
- HOSA – Empowers future health professionals to become leaders in the global health community. CWAHEC was able to use carry forward funds from 2023/24 to support 16 Wenatchee High School Students to attend the statewide HOSA conference. Students competed

at the conference and 5 of them qualified to attend the National Conference in Tennessee in June. CWAHEC was able to support some of the cost for the 5 students as well as 3 students from Prosser High School to attend the national conference. The 5 students from Wenatchee High School will be attending WVC next fall to begin their prerequisites for the Nursing program. They have shared that they would like to organize a WVC collegiate HOSA club.

POSITION THE COLLEGE AS A COMMUNITY-FOCUSED REGIONAL ANCHOR

Nursing: Outreach to our Community Partners

LPN to BSN students present to Omak High School students

On May 6th five LPN student present at Omak High School to 60 students interested in pursuing careers in healthcare. The following feedback was received:

Jennifer,

You and your students are an absolute Rock Stars! I have had so much buzz from your visit today. Students wanting a Mid Valley Job Shadow Application, requesting to do additional shadows at Mid-Valley and getting in their Running Start paperwork in for a summer course or 2025-26 year. What a great ambassador your have been. Thank you. I already have had students coming into my office that were fearful that they missed your visit. All are underclassmen, freshmen and sophomores so I told them that we would have you back next year. Thank you for spending time with our students. The time you and your students spent here today was appreciated by so many. Thank you.

Evon M LaGrou

Omak High School Counselor

Nurse Week Event Illuminates Healthcare Paths for Students

On May 7th, 150 students from both WVC campuses attended a Nurse Week panel presentation and luncheon designed to broaden their understanding of healthcare careers. The event brought together WVC Nursing students with local high school CNA and MA students, who heard from four local nurses representing various specialties. Tracey Kasnic, Coordinator from Wenatchee High School, shared that numerous high school students expressed surprise at the breadth of healthcare opportunities accessible via WVC.



Partnership Work and Community Education

The CWAHEC team attends and partners with the local Accountable Communities of Health Organizations and County Health Coalitions.

May/June

Okanogan County Coalition – attended presentation by Three Rivers and Mid Valley Hospital administrations outlining the impact on Medicaid cuts for rural hospitals. Both hospitals are in danger of having to close their doors or significantly reduce services if the proposed Medicaid cuts are approved by congress. Three Rivers Hospital 40% of patients are on Medicaid and 25% on Medicare. Coalition has written an impact statement which has been sent to state, federal and local legislators. Working on resources to educate the community.

Yakima County Coalition – Presentation by Asteria Toppenish Hospital – Asteria Hospital is one of two rural Hospital in Washington State that does not have Critical Access Status and does not receive cost-based reimbursement from government insurance. They are applying to become a Critical Access Hospital. Without this designation they may be closing their doors and/or significantly cutting services. 76% of their patients qualify for Medicaid/Medicare benefits. CWAHEC signed a letter as a member of the Coalition to support Asteria’s application.

Chelan/Douglas County Coalition as Well as Thriving Together and Our Valley, Our Future partnerships

- June 25th - OVOF and CHI Symposium – hosted at Wenatchee Valley College in partnership with CWAHEC. 8:45 – 9:45 Coffee, Lean and Network – Learn about the Diabetes toolkit that was developed by students from the University of Washington, Confluence Health and CVCH. 10:00am – 2:00pm (lunch included) OVOF with CWAHEC a Wildfire Symposium. Protect yourself, family, and community.
- Thriving Together NCW is working with regional partners looking into Government cutbacks and what this means for our region. Our Valley Our Future is working closely to navigate our local partners in Chelan Douglas. 50 organizations and individuals have responded in Chelan/Douglas survey about cutbacks and their affects on the community.
-

Washington MESA celebrated its 40th year at the University of Washington. Director Rosana Linarez and Center Coordinator Karina Mota Cisneros met with MESA and UW leaders. WVC’s MESA Program is considered a model program by Washington MESA due to our students commitment and Director Linarez’ leadership.





Dr. Diana Garza, Vice President of Student Affairs

STUDENT AFFAIRS REPORT

June 2025

Counseling & Student Support

Events

May was mental health awareness month. The Counseling Team had three events in Wenatchee and two in Omak to promote awareness, resources and support. All events were well attended, and we served over 250 students, staff and faculty!

In March, the Counseling department brought back Talking Tuesdays, a place for staff and faculty to connect, be creative and to relax. We have had over 72 attendees in total in the three months!

Emergency Funding

Counseling continues to meet with students for emergency funding requests and has seen an increase in student need. We have exhausted Biella Funding (\$11,000) and have very limited Knights Care Funds Wenatchee (\$2561), Knights Care Fund Omak (\$3,163) and DREAMers funds (\$1,202) remaining.

Veteran Advising

The counseling department continues to collaborate with the Veterans office to offer early advising to Veteran students needing additional support. Counselors started offering this drop-in advising opportunity prior to Winter quarter. Students meet with a counselor the week before advising and then are encouraged to meet with their faculty advisor on advising day.

Student Life & Leadership

Wenatchee Campus Student Life

Updates & Events

Apple Blossom Parade | May 3: Students, staff, and faculty were invited to march. We had up to 20 to 25 participants in the Apple Blossom parade. We were joined by students, staff, and members from the Cabinet. Students were walking on the truck and waving to the community. We also had banners that had information about some of the programs at WVC.

Laser Tag | May 12: The ASWVC Student Senate hosted Laser Tag at the Student Rec Center. They had 110 students in attendance. They had basketball, spike ball, cornhole, and other activities as students waited for their turn to play laser tag. The Student Senate provided food and light refreshments.

Basketball Tournament | May 20: The ASWVC Student Senate hosted a 3 vs 3 basketball tournament at the Student Rec Center. They had 5 teams participate in the Tournament.

Commencement | June 20 (Wenatchee) & June 21 (Omak): Both campuses are preparing for our 2025 Commencement ceremonies. The Graduation Committee continues to meet, and nearly every department on both campuses are collaborating to make the events a success.

Senate Hiring Process

The ASWVC Student Senate reviewed applications, interviewed 16 students, and have selected the new Student Senate team for next year.

S&A Budget

We presented to the Board of Trustees the budget allocations for the next academic year for 2025-2026.

Future events:

Kickball Tournament | May 27: Soccer Practice Field, 3–5 p.m.

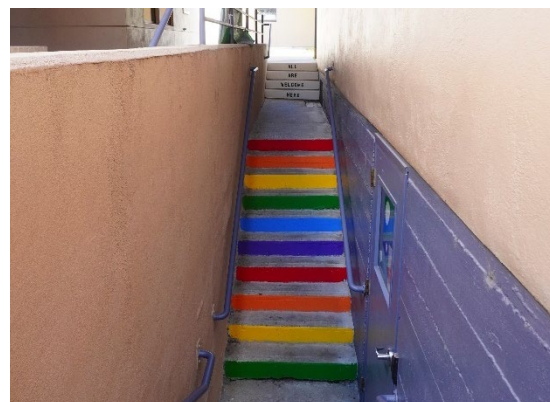
Ice Cream Social | June 12: Campus Fountain, 12 p.m. to 2 p.m.

Omak Campus Student Life

Updates

Senate | Interviews to select next year's senate team were conducted May 12th, 14th, and 15th. All five candidates showed great skills and were offered a position. The team still needs the Director of Public Relations and Director of Campus Activities. Edith Gomez will promote the positions over the summer since there will be some classes taking place and hopes to fill those two positions.

Pride Stairs | Student Government painted the stairs leading into the student lounge with pride colors on both sides and added a message “All are Welcome Here” to foster a sense of belonging and inclusion for all students.



Events

Asian American & Pacific Islander Heritage Month: Event's celebrating Asian American & Pacific Islander Heritage Month took place on both campuses. Both events brought culturally enriching experiences, including books from Terisa Siagatonu, an award-winning Samoan activist and poet.



Alumni Block Party: The Omak Alumknight Block Party was an amazing event with close to 80 attendees. The event featured activities such as mini golf, Indian tacos, a dunk tank, and much more.



Mental Health Month: Student Government partnered with the counseling department to host a couple of events such as a wellness expo and vision boards to celebrate Mental Health Month.

MASK Omak, Hygiene and Food Drive: The Omak MASK club organized a hygiene and food drive on campus and the items will be donated to the Omak food pantry.



Omak Science Club: The Science club along with other students and two instructors engaged in a rafting trip down the Similkameen River. This experience offered a dynamic exploration of ecological, biological, historical, and cultural significance surrounding Enloe Dam.

Red Road Association, "Dams and the Impact on Salmon": The Red Road Association club presented an event on "Dams and the Impact on Salmon" with Randy Lewis and Aaron Naumann on Thursday, May 22, at 6 p.m. The presentation described the impacts on Indigenous people and cultures, and on salmon and ecosystems. The presenters also addressed the pros and cons, and a Q&A followed the presentation.

Future Events

Pride Month: The Senate team is having a mini carnival to celebrate Pride Month on June 4th, from 1-3pm in the courtyard. The team will be handing out pride swag and ice-cream bars. There will be activities such as yard games and a fish a duck pool game with prizes.

End of Year Trip: The senate is heading out for their year-end trip June 13th. Edith will take the team to Spokane where they have activities lined up, including an escape room and a visit to the Wonderland Fun Center.

THE RED ROAD ASSOCIATION CLUB

invites you to a

PRESENTATION

Dams & the Impact on Salmon.

By Randy Lewis & Aaron Naumann

- The impacts on indigenous people and cultures.
- The impacts on salmon and ecosystems.
- Pros & Cons
- Q&A to follow

May 22nd, Hazel Allen
Burnett Hall 401/402
Begins at 6:00 PM

FREE admission with a donation to the Student Food Pantry

for more information call (509) 422-7841

Athletics



Softball placed **fourth** at the **NWAC Championships!** We are so proud of our student-athletes, along with coaches Iris Rodriguez, Matt Files and Shelly Pflugrath for the job well done!

Nike Basketball Camps (July 21 – Aug 1)

Two simultaneous, weeklong camps will run in Smith Gym and the SRC. Nike is handling national promotion and registration; once their microsite is live, we'll layer on local outreach through WVC and Bighorns channels.

Volleyball Camps (Mid-end July-Early August)

Hoping to have volleyball camps as well this summer. With the change in coaching staff for volleyball, we are still planning to host a trio of volleyball camps throughout the summer. Skills Camp (ages 8-13) July 18-20, high school camp (ages 14-18) July 18-20 and then a prospect camp (high school players) August 4-6.

Community Engagement

- **May 23-24 | Sunflower Festival (Omak):** Men’s and women’s basketball teams will host youth clinics and work festival booths. A \$5,000 gift from the Colville Tribe covers shirts, lodging, and gives both programs a chance to reinvest in the community.
- **Corporate Partnerships:** WVC Athletics and the Bighorns are bundling sponsorship packages (scoreboard ads, camp naming rights, in-game promos) to strengthen FY 26 fundraising amid a tight budget outlook.

Alumni & Donor Re-activation

- **Hall of Fame / Silent Auction Banquet:** First combined event since 2022 will double as a fundraiser and all-sport reunion.
- **Booster Club Relaunch:** Early stage planning with alumni leaders Sandy Coopriider and Greg Franz to provide consistent annual support and broaden community ties.
- **Cornhole Tournament on campus (July 11-13):** Like last year’s cornhole, expecting roughly 700 participants this year, doubling what they had last year. Great fundraiser for athletic department and chance to bring more community and region members to campus.

Facilities

The multiyear baseball/softball renovation — including new infields and backstops — is complete. Next concept: an indoor turf batting facility that would free SRC space for soccer and boost offseason recruitment.

Competitive Snapshot

Team	Record	RPI/Rank	Notables
Softball	26-15	#5 NWAC RPI	Finished fourth at NWAC’s for second straight year. Defeated #4 Mt. Hood in second round.
Baseball	31-19	NWAC receiving votes	Won three of four to finish season against playoff team Walla Walla. Over 30 wins for a second straight season
Women’s Soccer	Spring friendlies	—	Hosted NIC, recently played at Whatcom
Men’s Soccer	Spring friendlies	—	Competed in four matches and alumni weekend

The chart above stacks wins and losses for softball and baseball to date—highlighting a strong home-field advantage for baseball and a balanced, road-tested softball squad.

With camps queued up, new revenue avenues forming, and facilities finally modernized, Athletics enters summer positioned for both competitive success and sustainable growth.

Student Recreation Center

May 2025 SRC & Outdoor Rec Snapshot

Metric	Count
Total scans	1783
Fit Lab	826
Student Rec	957
Mission Ridge ski rentals	Season completed
Riverfront Rock Gym rentals	12 reservations (24 total people) 40 % of capacity

The chart above illustrates May scan volume by area.

Upcoming Events

CAMP End of the Year Banquet | May 23, 6pm-8pm, SRC.

Camp will host their end of the year banquet in the SRC acknowledging their student success.

Kickball Intramural (sport TBD) | May 27, 3-5pm, Soccer field.

Student only event. Hosted by student senate on the soccer practice field.

Hosting Pinnacles Prep Graduation | June 13 11am-1pm, SRC

The SRC will host pinnacles prep graduation for the first time. The expected crowd is close to 500.

Recent Rentals & Programs

3on3 Basketball | May 20, 3–5 p.m., SRC

A grand total of 6 teams participated and multiple others came to watch. The event went smoothly and brought in some good excitement to the SRC.

Laser Tag | May 12, 7–9 p.m., SRC

Had a large number of students participate. Everything went extremely well and the company that was outsourced performed well.

Staffing

Due to a federal work-study funding shortfall, we transitioned most student employees to state work-study funds; however, **four** were not eligible for the switch, leaving our team with **eight** student workers.

Motorpool

Trip Activity

Vehicle	Total Trips	Instruction	Campus Groups	Trio	Athletics
Buses	6	1		1	4
Vans	17	14	2		1

Financial Performance

Vehicle	Net Position
Vans	+ \$901
Buses	+ \$5,277

Fleet Maintenance & Upcoming Work

- New tires on order for Van 54.
- Year-end van service (oil changes, interior deep cleaning, full inspection) scheduled for June.
- Both buses will receive oil changes at the close of the academic year.

Residence Life

Spring Move-outs

With spring sports coming to an end some residents have already begun to communicate their plans for moving out. The official last day for spring residents is June 19, with those participating in graduation ceremony permitted to remain in the hall until June 21.

Preparations for next academic year

Applications for 2025-2026, including the upcoming summer have been posted to the housing website. Calls and emails expressing interest have already begun. Applicants can apply to reside in the Residence Hall for summer and/or next year as soon as they are enrolled into classes.

Green Dreams & Bottle Cap Scenes (May 8)

In our continued effort to highlight sustainability for residents, student staff facilitated using sustainable materials to make dream catchers and bottle-cap art with various bottle lids. As always, dinner was provided for those that participated.



Cinema Under the Stars (May 22)

Wrapping up the year, residents are invited to bring a guest and enjoy dinner and games out by the fountain from 7pm – 9pm, and then to bring their blankets and come in their pajamas for the showing of *The Avengers*, complete with popcorn and candy, outside next to the fountain.

CAMP (College Assistance Migrant Program)

CAMP Program Overview

CAMP currently serves **45 students** from seasonal or migrant farm-working backgrounds, offering comprehensive academic, career, transfer, and financial support to guide them through their first year and into their second.

Progress Update

The team is finalizing grant objectives to ensure the entire cohort completes year one and re-enrolls for year two, maintaining full compliance with funding requirements. We are awaiting confirmation on our budget funds being sent to WVC to continue our grant in year 2 of this current 2024-2029 cycle. Here are pictures of the events we've done this Spring 2025.



TRIO Student Support Services (SSS)

Program Overview

TRIO Student Support Services at Wenatchee Valley College serves 140 scholars who identify as first-generation college students, come from low-income backgrounds, and/or have a documented disability.

Progress Update

As we approach the final months of the academic year, our team is finalizing the budget through August 2025. We are currently awaiting confirmation regarding our grant renewal for the 2025-2030 funding cycle and anticipate an update by the end of June. We are closely monitoring the Federal environment around grant programs.

Transfer Visit Recap

On May 8, eight TRIO scholars traveled to Central Washington University in Ellensburg, WA to attend the annual Spring Career and Internship Fair. During the visit, students explored the Wildcat Shop, engaged with representatives from a range of universities and organizations, and toured the CWU campus. They also attended an admissions presentation, met with TRIO staff, and visited the CWU TRIO office for a closer look at support services available after transfer.



Terrarium Workshop



On May 13, we hosted a hands-on terrarium workshop that welcomed both TRIO participants and WVC staff. Facilitated by a guest educator from Indoor Tropics (Cashmere, WA), the session introduced participants to the basics of terrarium design, care, and creativity. Each attendee created a personalized mini garden to take home resulting in a fun and relaxing experience with a strong turnout.

Upcoming Events

- **May 30-31:** Gonzaga University Visit and Northwest Museum of Arts & Culture Festival
- **June 2:** TRIO Game Day!
- **June 11:** *Teamwork in Action* Workshop
- **June 13:** TRIO End of Year Celebration

ADMINISTRATIVE SERVICES

Brett Riley, Vice President

Administrative Services

- Administrative Services was actively engaged in the spring 2025 FRR and PRFR NWCCU season, which is now complete. Administrative Services has also worked with the President's Office in the ALO role facilitating the college's official response to the Ad-Hoc visit. Additionally, Administrative Services along with Fiscal Services has been meeting regularly with the State Auditor's Office on our Accountability Audit. This audit has been completed and has resulted in no findings.

Fiscal Services

- Fiscal Services is scheduled to be fully staffed on July 2nd for the first time since December 2023. We look forward to presenting our new staff members at a future board meeting.
- The Fiscal Services continue to work on financial statements now that the accountability audit is complete, and 2021 reconciliation is completed.
- The team is also working on year-end closing, with purchasing cards turned off for the year and other year-end processes underway.

Facilities and Capital

- **Omak Health Sciences Center** - Administrative Services is expected to travel to Omak to secure a purchase/sales agreement the week of June 2nd. Administrative Services also submitted a no-cost extension with The Department of Health and Human Services to continue the project until July 2026.
- **Minor Works** - Work continues with state agencies to utilize some of our current minor works funds along with funds from another college (\$500,000). Currently we are looking at \$943,000 to be utilized on infrastructure preservation projects for multiple campus buildings. This is a stark difference from where we thought we might be moving funds to other colleges 60 days ago. Facilities staff continue to make progress on several local and minor works projects across campus with the biennial deadline coming up at the end of June.
- **Facility Condition** Survey for 2025 was completed May 19-20. This report has been sent to facilities who will review and add estimated cost to the deficiencies recorded. This will be base data for the 27-29 funding cycle.
- **Work Orders** - In addition to multiple capital projects, both major and minor, the facilities team continues to complete work orders for both campuses. Included in this work is important preventative work for our HVAC systems.
- **CTEI** – Work on the Center for Technical Education and Innovation continues. Sexton Hall has been demolished to make way for the new CTEI building. The installation of underground utilities for the new building is underway. Footings and stem walls to follow. Excavation and footing work has begun on the retaining wall at the west side of the project. While the current

economic environment is putting pressure on the project, we are still in line with budgetary targets.

- **Clean Buildings** - We continue to look for resources to support the bench marking efforts required for the Clean Buildings Act. Our efforts for grants fell short, and we are now looking for fellowship support to help move efforts along. There is much work to do to get us ready for bench marking and ultimately to manage the multiple requirements to avoid punitive measures.

Safety and Security

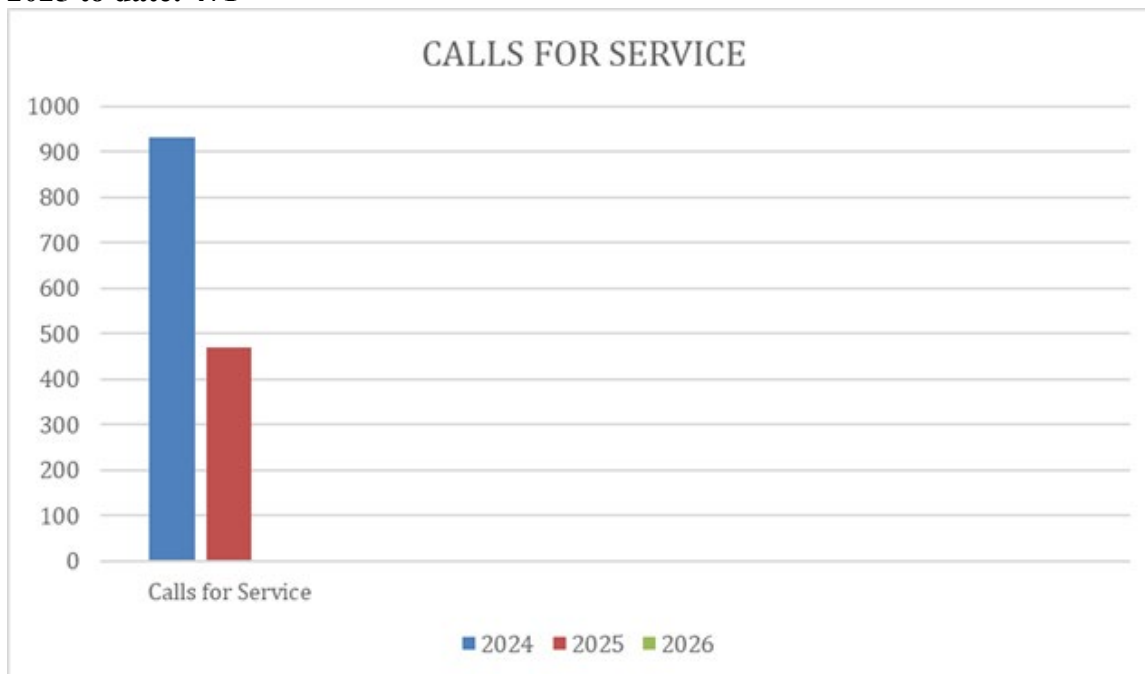
This report summarizes key safety, emergency preparedness, infrastructure, and compliance initiatives executed during May 2025. The work directly aligns with Wenatchee Valley College's strategic values by ensuring a safe, inclusive, and responsive learning environment for all students and staff.

Campus Safety and Incident Summary

Reflecting Strategic Value: Student-Centeredness & Community

2024 Calls for Service: 933

2025 to date: 471



Medical Emergencies: 1 (RN student needle stick at Mares ED; responded promptly with bloodborne protocol compliance)

Notable Incidents:

- Trespass: Individual trespassed for disruptive behavior in the MAC
- Vandalism: Great Falls team locker room damage post-event
- Suspicious Activity: Late-night bat incident near Smith Gym; surveillance review pending
- Other Conduct Issues: Multiple behavioral alerts including hate speech and theft

First Aid, CPR and AED Support for Strategic Financial Goal & Inventory & Legislative Compliance

CPR/AED Certified Staff: 14 newly trained individuals including security, administrative support, and facilities personnel.

First Aid/Narcan Training: All WVC security officers and select campus support staff trained in opioid overdose response using intranasal Narcan (Naloxone).

AED Equipment: 5 compliant AED units deployed across campus with planned upgrade/replacement for expired AEDs.

Reflecting Strategic Value: Student-Centeredness & Opportunity

- Removed Expired Units: 12 AEDs across campus buildings
- Brands Affected: Powerheart G3, ZOLL AED Plus, and Phillips HeartStart
- Common Issues: Expired pads, batteries < 40% life, some with no batteries
 - Proposed Solution 1 : Transition to AED leasing with Cintas at \$115/unit/month, covering maintenance and compliance
 - Proposed Solution 2: Replace pads and batteries. Quote Pending.

Future Mandate Preparedness: Aligned with Senate Bill 5790, targeting AED coverage in all school facilities by 2026-27 school year

Campus Radio Communications Upgrade

Reflecting Strategic Value: Learning & Community

- Issue: Current simplex-based system is outdated, has experienced multiple failures
 - Proposal Submitted and approved: Kozma Technologies, May 29, 2025

Recommended Option:

- Icom FR5300 repeaters (2)
- 25 Icom F1100DS handhelds
- 4 channels for WVC to use for daily activities
- Total Cost: \$23,683.72

Active shooter, Mass Casualty and Bomb Threat Preparedness Plan Review

Reflecting Strategic Value: Inclusion & Community

Active Shooter Response:

WVC follows the "Run, Hide, Fight" protocol in coordination with the "I Love U Guys" Foundation Standard Response Protocol. Regular training and drills prepare staff and students for real-time decision-making, lockdown procedures, and coordinated law enforcement response.

Mass Casualty Incident (MCI) Preparedness:

The college aligns with the regional MCI Plan (Chelan and Douglas County) approved in February 2024. This includes START triage training, coordination with Designated Medical Control Centers (DMCCs), and protocols for responding to multi-victim events using tiered alarm levels (2nd–4th Alarm). WVC ensures integration with local EMS and hospital (Confluence) networks.

Bomb Threat Protocol:

All bomb threats are assessed using the "THREAT" protocol (Time, How, Recognition, Exact words, Action taken, Target). Evacuation, lockdown, or shelter-in-place is decided based on threat credibility. Coordination with law enforcement and fire response teams is immediate.

Training and Capacity Building

Reflecting Strategic Value: Learning & Inclusion

The following have PowerPoint slides (L&I complaint) and ready to be disseminated for training on Cavas at Wenatchee & Omak:

- Respiratory Protection
- Confined Space Entry
- Asbestos Awareness
- Wildfire Smoke Protection
- Heat Illness Prevention
- Bloodborne Pathogens
- Lockout/Tagout
- Active Shooter Response
- Mass Casualty Incident Response
- Bomb Threat Procedures
- Evacuation & Shelter-In-Place
- General first aid response (Not First Aid certified)

Strategic Recommendations

- Integrate ACTIVE SHOOTER, MCI, BOMB Threat protocols into college-wide emergency response training and tabletop exercises.
- Initiate Safety plans for Launch week for Fall 2025.
- Continue support for security staff training and emergency alerting with “I Love You Guys” messaging.
- Increased budget for Omak security options from 0600-1400
- Replace RAVE and Alertus with InformaCast
- Crisis Intervention Training for Security Team (Inhouse training)
- Disseminate training for summer 2025

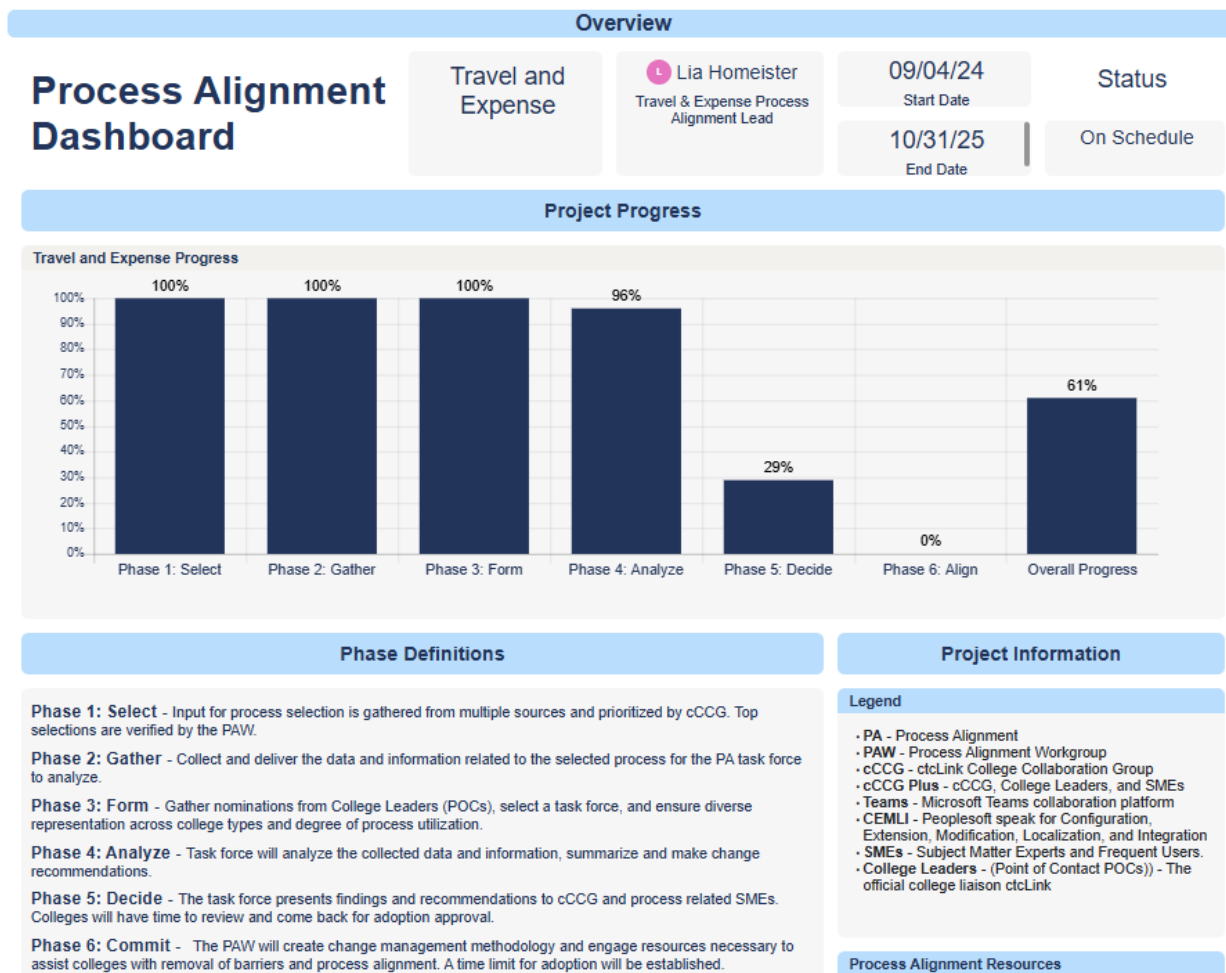
Information Technology

- **Process Alignment** – The task force released the findings and recommendations Travel and Expense, our first pilot effort into common process work. The findings concluded that:
 - Training and configuration at the college level across the consortium are not adequate.
 - Using the existing default traveler profile will eliminate most of the struggle and complaints around travel authorizations.
 - Labels, error messages, and tooltips need to be revised for clarity and conciseness.
 - The CTCs can establish communities of practice for ctcLink processes, fostering a network of support and standardized practices for each process area.

Colleges are all at different places with alignment and adequate time will need to be given to each college based on their current status of alignment.

A checklist of alignment status will be delivered so presidents can see where they stand.

Wenatchee Report Card: Wenatchee was aligned with the original alignment model and using the system, but we are not locally configured for default traveler profiles. After finance completes year-end close, we will need to work on alignment with the new requirements.



- **PC Upgrade** – Windows 10 will reach end of life in October 2025. We have transitioned to Windows 11 (W11), but 316 PCs do not meet the hardware requirements. We arranged a deal with Pierce College to purchase their surplus W11-compliant computers, saving \$750 per unit and achieving compliance with W11.

HUMAN RESOURCES

Lisa Turner, Executive Director

Human Resource Report – June 11, 2025

Professional Development

The Wenatchee Valley College Foundation dedicates significant resources annually to empowering its faculty and staff through professional development initiatives. Applications from faculty and staff are meticulously reviewed by two distinct volunteer committees. These committees, composed of knowledgeable individuals passionate about fostering educational excellence, assess each application based on its potential impact on both individual growth and the broader institutional goals. Their decisions ensure that the awarded funds are strategically utilized to maximize the benefit for both the recipients and the college. The entire process reflects the Foundation's deep-seated belief in the power of professional development to elevate the quality of education and strengthen the institution.

Classified and Exempt Staff Committee

The below members of the committee awarded \$14,766 in financial support to 20 different staff members. Thank you to our committee for spending their time reviewing the requests and their thoughtful and equitable approach to distributing these funds.

Rich Peters
Director of Facilities



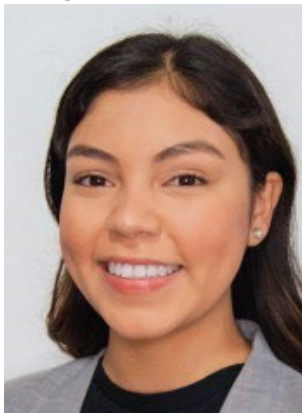
Erika Schenkvonstaffenberg
Workforce Grants Coordinator



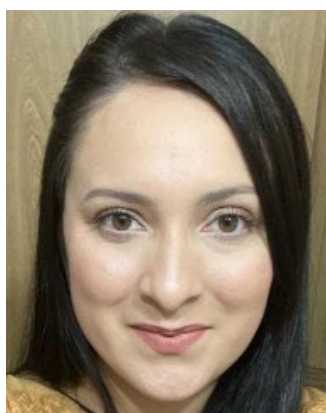
Joseph Andreason
IT Field Tech - Omak



Adamari Hernandez
Navigator – Student Services



Lorelei Navarro
HR Consultant



Lisa Turner
Interim ED of HR



Faculty Professional Development team

The below faculty members of the committee awarded \$8,355.29 from the allocated Allied Health Funds and an additional \$7,989.19 general professional development fund to provide financial support to 12 different faculty. Thank you to our committee for spending their time reviewing the requests and their thoughtful and equitable approach to distributing these funds.

During this academic year the committee also created a rubric for evaluating each application. Thank you Bobbi Johnson for taking the lead on this. The committee also created a new application form to be more detailed on each request. The rubric is attached and the new application form is available on-line.

Rene Baca
Co-Chair



Peter Donahue



Ana Maria Spanga



Greg Jourdan



Bobbi Johson



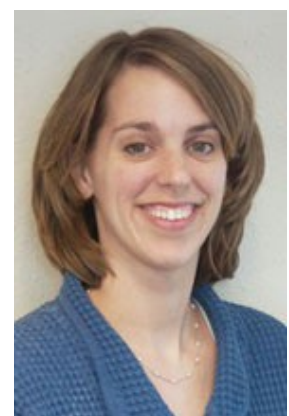
Gretchen Aguilar



Megan Friesen



Angie Redmon



JUNE 2025 TRUSTEES REPORT

ASPIRE

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

June 11, 2025

Assessment

Professional Development (*Strategic Priorities 2.2, 2.3, 2.5, 5.4*)- The Assessment Coordinators recently conducted a second workshop focused on area planning for non-instructional units. These workshops are designed to foster college-wide engagement in a continuous improvement cycle aligned with the institution's strategic plan. The objective is to ensure that all departments are engaged in continuous improvement and are also moving forward in a unified direction.

The session was well attended, with 17 participants joining in person and an additional 9 attending virtually, reflecting strong interest and commitment across the college community.

Strategic Planning

Metrics (*All Strategic Priorities*) – As the ASPIRE group developed our area plan (Attachment 1), we identified Institutional Research (IR) as one of our core strengths. Consequently, we have prioritized strengthening other components of ASPIRE, with a particular focus on Strategic Planning.

Over the past year, the group has been closely reviewing strategic plan metrics to assess which areas are currently supported by measurable data and to identify where the original metrics may no longer be effective. This evaluation is part of our ongoing effort to align with the college's strategic goals and enhance our overall impact.

We aim to present an updated version of our findings and recommendations in the July Board Report.

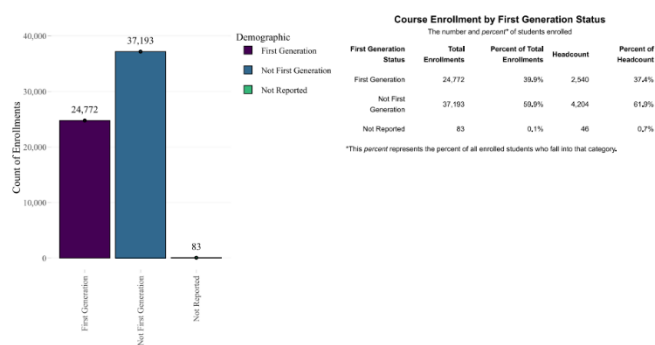
Institutional Research

Instructional Insights (*Strategic Priorities 4.4, 5.3, 5.4*) – In collaboration with Bobbi Johnson, Janna Goodyear, and the Title V team, the ASPIRE group developed *Instructional Insights* reports for all full-time faculty, with availability upon request for part-time faculty. These reports enable faculty to critically analyze student data from their own courses, with a focus on enrollment trends, withdrawal rates, and academic success. An example of the type of data included in the report can be seen in the graphic provided on the enrollment by first generation status. This graph is with institution wide data over 3 years whereas each faculty received a similar graph for their students.

Each report includes reflective questions designed to guide faculty in comparing individual course data with institutional benchmarks, encouraging data-informed strategies to enhance teaching effectiveness and improve student outcomes.

Special thanks to Bobbi, Janna, and the Title V team for their outstanding contributions to this important initiative.

Enrollment by First Generation Status



Institutional Effectiveness

Institutional Effectiveness (*All Strategic Priorities*) is the process through which the college evaluates its success in fulfilling its mission and achieving its institutional goals. In alignment with this commitment, and beyond the ongoing assessment of strategic plan metrics, the ASPIRE team is developing an end-of-year institutional scorecard. This comprehensive report will be presented at the upcoming summer board retreat.

Note from the director: Please enjoy our spring newsletter (Attachment 2)!

Program/Department: ASPIRE

Date:

Submitted by:

Collaborators involved in developing the area plan:

The Area Plan is an essential component of the [college values, mission, vision, and strategic plan](#). The development of the Area Plan is a **collaborative process that involves all faculty and staff** within each department and program across the college that will lead to improvements in student outcomes.

The Area Plan is an opportunity for departments and programs to

- Collectively reflect on program performance and innovation
- Share program accomplishments and future vision
- Document ongoing process for continuous improvement
- Collaborate among colleagues among planning efforts
- Demonstrate outcomes of the plan with data



It gives programs an opportunity to reflect on where they are, where they want to go, create a plan for how they are going to get there, and then assess the results of their efforts. Area Plans therefore represent a three-year process. Area plans are longitudinal and must demonstrate a cycle of planning, growth, and evaluation **collectively** as a program.

To complete your Area Plan, answer the following questions in narrative form. You are telling a story of your program and the work you do, your goals for the future, how you are going to achieve that vision, and how you are going to assess the results.

The Area Plan needs to include the following sections:

I. Current state

- 1) **Gains:** *What does your program or department do well and how does that work align with the [college values, mission, vision, and strategic plan](#) (you don't have to address each, just describe the elements of the college planning process that closely align with your work)*

ASPIRE stands for Assessment, Strategic Planning, Institutional Research and Effectiveness. Our mission is to “Advance an equity-minded, data-informed culture of inquiry and continuous improvement”. One of our greatest strengths as a unit is in the “Institutional Research” part of our jobs. In that role, we have work to foster a data-informed culture focused on equity for all and to work toward a cycle of continuous improvement as our mission statement says.

Strategic Priority 4 – Close Equity Gaps

Sub strategy 4: Monitor and leverage data to ensure equity for all student groups.

- The ASPIRE unit has done an exceptional job at influencing many parts of the strategic plan by providing people with timely access to self-service data analytics to allow them to make informed decisions regarding how to move their units forward. For example, one area that we have contributed to is Enrollment (Priority 3.4 Develop and execute a comprehensive Strategic Engagement, Enrollment, Retention, and Completion plan). However, ASPIRE did not contribute to the development of the Enrollment plan, only providing the data for their decision-making process. Our work is critical to each college unit's understanding of the data that impacts their continuous improvement.
- More specifically, the ASPIRE group has leveraged data to provide insights for the campus community on areas such as disaggregated data on gateway courses, a Course Success

Dashboard for faculty, dashboards on student and employee demographics, data from constituent requested surveys, and ad hoc data to answer specific questions. These dashboards, surveys, and ad hoc data were shaped by community use and requests for elements to make them easier to utilize and to show different facets of the underlying data. The dashboards enable non-technical colleagues to utilize data for insights, exploring data patterns, making informed decisions, and driving innovation. This promotes transparency and motivates the use of openly available data for student success.

Strategic Priority 2 – Create a Culture of Excellence

Sub strategy 1: *Foster open and ethical communication, information sharing, and inquiry.* Sub strategy 3: *Broaden opportunities for employees at all levels to influence and contribute to positive change.*

- By providing access to self-service data analytics, the ASPIRE group is fostering a “data democracy” in which we make data accessible, understandable, and actionable to employees without “data” in their title. This allows all employees to be “data citizens” and incorporate data into their everyday activities. Opening sharing information fosters a culture of trust and empowers everyone within the college to work with data, regardless of their comfort level or expertise. This provides opportunities for any employee of the college to utilize data to contribute to positive change.
- The college community was instrumental in shaping the dashboards, surveys, and ad hoc data by designing, using, and requesting refinements for elements to make them easier to utilize and to show different facets of the underlying data. The dashboards, survey analysis, and ad hoc data that ASPIRE provides enables non-technical colleagues to utilize data for insights, explore patterns, make informed decisions, and drive innovation. This promotes transparency and motivates the use of openly available data to contribute to positive change.

Sub Strategy 5: *Support faculty and staff learning and scholarship to ensure quality, meaning, and purpose.*

- In addition to creating dashboards for self-service analytics, the ASPIRE group along with the Assessment Coordinators have begun to do professional development for faculty and staff regarding data literacy. These pd sessions include how to utilize the dashboards, leverage data for continuous improvement, and disaggregate data to drill down and understand implications for disparate groups. This allows faculty and staff to use data to ask critical questions, develop new efficiencies and improvements, and ensure the quality and success of their programs.

2) *Gaps: What are the key areas for growth or improvement within your program and how do they align with the [college values, mission, vision, and strategic plan](#)?*

ASPIRE stands for Assessment, Strategic Planning, Institutional Research and Effectiveness. Our mission is to “*Advance an equity-minded, data-informed culture of inquiry and continuous improvement*”.

- As stated in our gains section of this area plan, our strength is Institutional Research. This leaves the other three areas: Assessment, Strategic Planning, and Institutional Effectiveness, removed from our primary tasks to meet our mission statement for our unit. Yet, all these areas are critical to our college mission and the accreditation process. Thus, one of the largest gaps for the ASPIRE group needs to consider is employing time and effort to these significant areas as well as the IR data functions which are our hallmark.

- With the current emphasis on **Strategic Priority 1: Build Stewardship, Efficacy, and Institutional Financial Health**, ASPIRE recognizes that there is much to do in this area both within our unit and for the college. Within our unit, we need to increase our stewardship to ensure sustainability and achieve goals (sub priority 1.3). Across the college, we wonder if there is a way we can utilize our data knowledge to, in conjunction with IT, help build and promote more transparent financial systems across the institution (sub priority 1.2) and strengthen financial resiliency for quality programs and operations (sub priority 1.1) by facilitating professional development for the college regarding financial matters.

II. Future State: Goals

- 3) *Reflecting on the areas of growth or improvement above, what area of improvement would you like your program to focus on over the next three years?*

ASPIRE would like to focus on the parts of what our unit does that do not receive the regular attention they should be. These include the following:

- **Assessment** is an ongoing process of collecting information, reviewing findings, and synthesizing results into tangible improvements in programs and services. Part of the assessment for WVC is for ALL units (instructional and non-instructional) to consistently complete the area plan process. Consistent unit assessment allows the college to aggregate data and make informed decisions at the organizational level.
- **Strategic Planning** is a process that outlines a roadmap to where you want to go as a college. It conveys vision, goals and objectives for the future. Not unlike this area plan, the strategic planning process should consider: Where are we now? Where do we want to go? How are we going to get there?
- **Institutional Effectiveness** is a process in which the college demonstrates its success in accomplishing its mission and meeting its goals.

Over the past year, our focus has been on building a data culture which is the IR part of ASPIRE. We now want to build the other areas into our regular routine so that we can develop streamlined processes in measuring the effectiveness of the institution well ahead of accreditation years. These processes would also make the process of creating the next strategic plan seamless.

- 4) *How do you see improvement in this area contributing to the college's progress toward achieving the priorities outlined in the [strategic plan](#)?*

Improvement in the area outlined in #3 above would contribute to the college's ability to measure if there has been progress toward the accomplishment of all the priorities outline in the strategic plan and what the college achieved during each year. This would allow for continuous improvement, a simplified accreditation process, and a springboard into the next strategic plan.

III. Plan for Action

5) *Describe a three-year action plan to achieve the goals outlined in #3 above.*

- ASPIRE Mission Statement
 - Create a new mission statement for ASPIRE which includes all the areas that we are responsible for (year 1)
 - Evaluate the effectiveness of the mission statement on workflow and process of the unit (year 2)
 - Evaluate the effectiveness of the mission statement on financial priorities of the unit (year 2)
- Metrics
 - Establish and refine a regular and systematic process for measuring the metrics of the strategic plan (year 1 and ongoing refinement each year)
 - Increase campuswide participation in the area plan process (year 1)
 - Evaluate the efficacy of the area plans across instructional and non-instructional units (year 2)
 - Evaluate administrative use of the area plans across instructional and non-instructional units (year 3)
- Monthly Activity
 - During Monthly planning meetings, describe ASPIRE'S work in all four areas Assessment, Strategic Planning, Institutional Research and Institutional Effectiveness making sure that each employee has responsibility for things in each area which will keep the team cognizant of the goal we have set (year 1)
 - Collect data from planning meetings and outcomes (year 1 & 2)
 - Revise based on year 1& 2 data (year 2 & 3)
 - Reformat board reports for each of the four areas Assessment, Strategic Planning, Institutional Research and Institutional Effectiveness keeping ASPIRE accountable to the Board of Trustees for the totality of their responsibilities monthly (year 1)
 - Collect data from reports (year 1 & 2)
 - Revise based on years 1& 2 data (year 2 & 3)

IV. Assessment

- 6) *Describe the assessment strategies you will use to measure the effectiveness of the implementation of the plan you described in #3 above on a yearly basis. How will you evaluate whether you have reached your goals outlined in your plan of action and what effect it had on WVC?*

See section #5 above

V. Budget

The vision of the future of programs and departments often comes with budgetary implications such as equipment, professional development, or staffing for example.

- 7) *In a healthy budget climate, what would be the aspirational budget request ask you would make to complete your improvement plan listed above and how would it help meet your goals for the future state?*

We would ask for professional development for the ASPIRE team to attend a conference regarding these institutional effectiveness initiatives. We also would have an expert in strategic planning visit and help us enact our plan above.

- 8) *In a lean budget year, how would you change your area plan to accommodate the college's financial need?*

We would not have to change the plan to accommodate a lean budget. The work outline above is part of our regular workload.

THE DATA DETECTIVE

In this issue:

- Happy Spring Quarter!
- We Are Moving!
- One Little Thing...
- Data Dive
- Spring's Data Rock Stars

Happy Spring Quarter!



Welcome to the Spring Edition of the quarterly newsletter from ASPIRE! Take a break, peruse our newsletter, and nerd out with us.

Okay, if you are still saying “What is ASPIRE?”

ASPIRE stands for Assessment, Strategic Planning, Institutional Research and Effectiveness, which is just a fancy way of saying “we do data” and are here to serve you in all your data needs.

We Are Moving!

To better serve the WVC community, the ASPIRE team is relocating from our current office and cubicle space on the 3rd floor of Wenatchi Hall (administrative wing) to Room 9104 in the Brown Library—the former Veterans' Lounge.

You might be wondering why we're moving from our “fancy” third-floor office. The truth is, we specifically requested this new space because of its shared common area, which better supports how we work.

When we collaborate with individuals who have data needs, it's a dynamic, back-and-forth process. The “client” shares the questions they're trying to answer, and we discuss the types of data that might help. Once we agree on direction, the ASPIRE team locates the data, cleans it (e.g., fixing formatting issues, handling null values), and then creates visualizations or dashboards and conducts analysis.

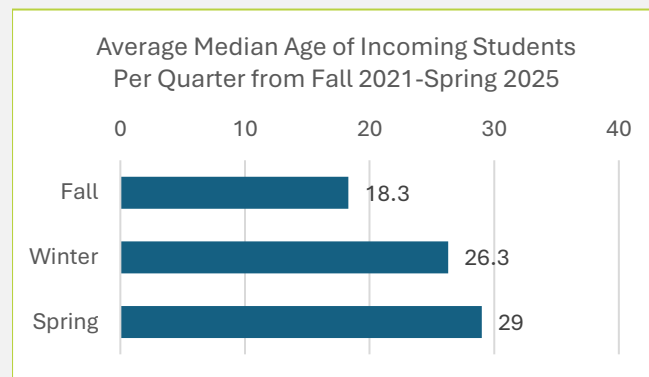
From there, we meet again with the client in an iterative process, refining the data and visuals until they accurately address the original questions and often uncover new ones. The new space in Room 9104 will allow us to hold these collaborative sessions more effectively, with a shared monitor on the wall so everyone can view the data together—no more crowding around a single screen!

Additionally, the new space will support ongoing assessment as we get ready for year seven accreditation next year as well as a space for professional development in data and data literacy.

Stay tuned—we hope to complete the move by early July! And a shout out to Erin Williams and her AMAZING team for being so helpful and kind in working with us to make this space great for our community!

ONE LITTLE THING...

Each quarter, the median age of incoming students is a little different. Can you guess why?



Without data, you are just another person with an opinion.

~Quote Attributed to W. Edwards Deming

Spring Quarter Data Dive: Empowering Our Community

In each issue of The Data Detective, we will have some interesting data to contemplate and question. This issue's Data Dive comes from Jennifer Hadersberger and Amy Snively, both of whom are WVC faculty and assessment coordinators.

The Wenatchee Valley College vision is to transform lives, to strengthen communities, to foster inclusive excellence, and to be the higher education institution of choice for North Central Washington. Educating residents within our service district provides them with more choices for employment and income mobility. For example, state and federal data indicate that earnings and employment rates are positively correlated with education level (Figures 1 and 2, Data source: US Census Bureau with graphics from StatisticAtlas.com). Median earnings of Washingtonians with a high school diploma is \$31,000/year, whereas the median earnings of Washingtonians without a high school diploma is \$23,000/year. In addition, less than 60% of Washingtonians without a high school diploma have jobs.

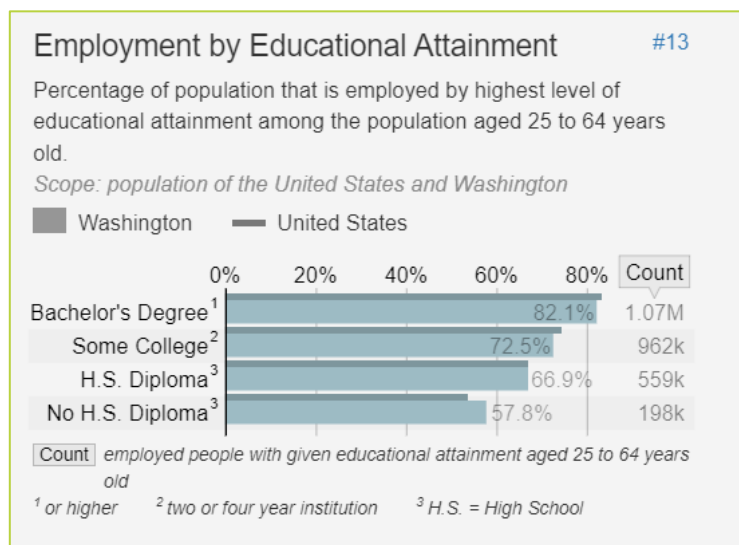


Figure 1: Employment. Graph: US Census Bureau, statisticatlas.com

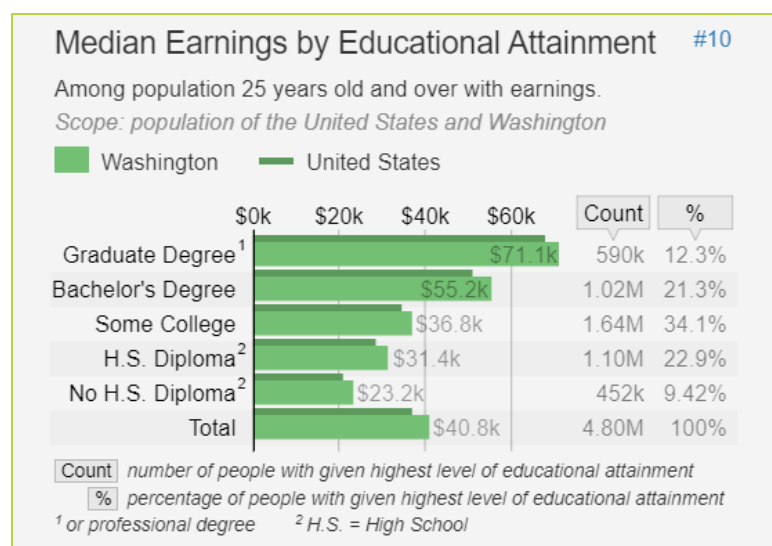


Figure 2: Earnings. Graph: US Census Bureau, statisticatlas.com

As WVC moves towards inclusive excellence, we need to consider how we serve all of the residents within our community. The WVC service district has a high percentage of residents over the age of 25 that lack a high school diploma. In fact, Chelan, Okanogan, and Douglas counties rank 5th, 6th, and 7th in the state for the highest percentage of residents without a high school diploma (see Figure 3). In Douglas County alone, 18.2% of residents over the age of 25 do not have a high school diploma, which is almost double the Washington state average of 9.4%. How do we empower adults without high school credentials to pursue an education at WVC in order to improve their options in the job market?

WVC offers Adult Basic Education (ABE) courses through the Transitional Studies Department to help residents learn English, build digital literacy skills, and/or earn high school credentials. This department offers 25+ different classes in eight subject areas to help students earn a high school diploma and/or build their skills. There are more students interested in enrolling in ABE English Language and High School Completion courses than

WVC currently has the budget or capacity to enroll. Enrollment varies by year; however, roughly 800 students enroll in ABE courses annually, which comprises ~16% of the WVC enrollment headcount and ~10% of the FTE.

These 800 enrollees are served by two full-time faculty, one program director, a portion of dean time, and approximately 15 adjunct instructors each term.

WA State Counties Percentage Of Population With Less Than A High School Degree 25 Years And Over

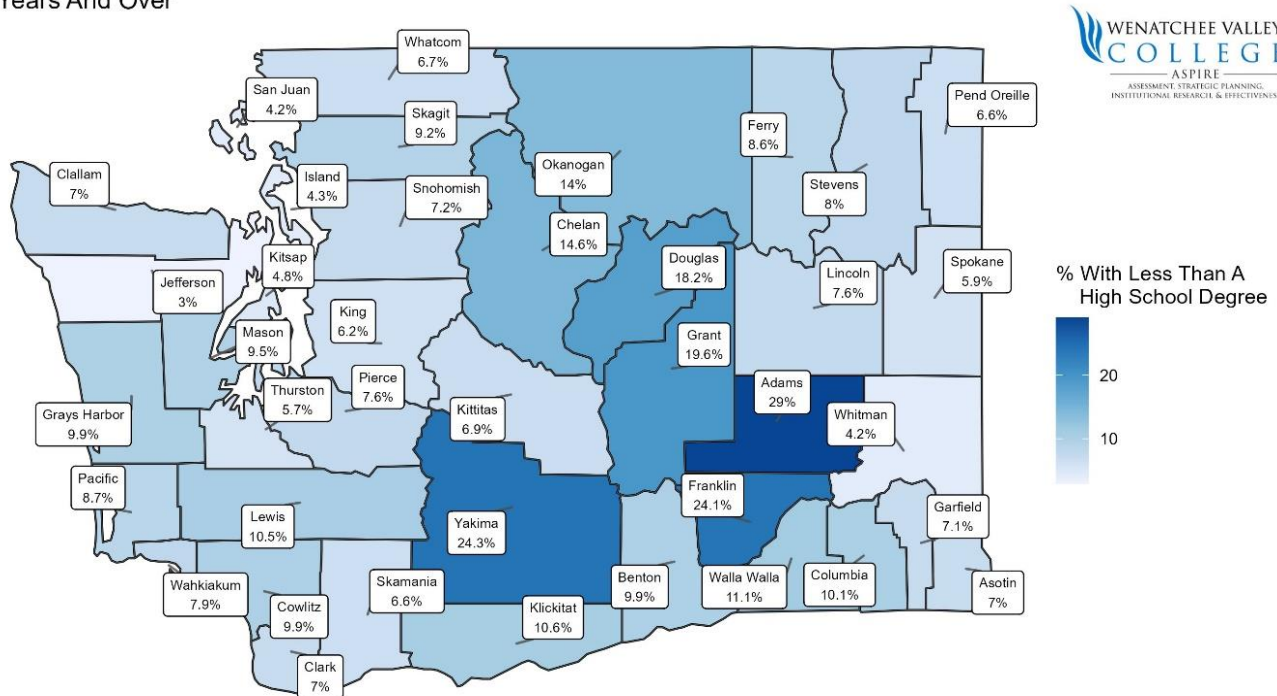


Figure 3: Graph by Rolando Rincon, ASPIRE work-study intern

The ABE classes are affordable and offered at multiple locations. Typically, ABE courses are offered on the Wenatchee campus, the Omak campus, and in Nespelem, Bridgeport, and Chelan. These classes have been offered in other areas depending upon budget and corresponding staffing levels. For example, in some years, courses have been offered near Brewster, an area with 36% of adults over age 25 lacking high school credentials. Seventy to 80% of students who enroll in ABE classes are students of color (mostly Latine), and more than half of students enrolled in high school completion courses qualify as economically disadvantaged (low income). ABE courses are offered to students at a cost of \$35/quarter, making them affordable for community members.

Currently, ABE students' desire to further their education and training with college-level programs significantly outpaces their transition rates into those programs at WVC. Roughly 9% of ABE students transition into college-level classes at WVC; however, when surveyed, ~90% of students taking ABE classes stated that they wanted to continue into a college-level program. If WVC increased transition rates, this would also increase State funding allocations because the college earns more Student Achievement Initiative (SAI) point metrics for students who transition from ABE into college-level courses.

How could WVC increase ABE student transitions into college-level programs? One idea could be to help ABE students get started in college-level classes before they complete their ABE program. Recently, grant funds from the WVC Foundation have been made available to ABE students to help them pay for their first 6 college-level

credits. After earning 6 college-level credits, these students are eligible for financial aid so that they can continue their education or training program. Another idea that might be helpful to improve transitions into college-level courses is to link ABE students with faculty advisors from college-level programs. This could help ABE students build relationships on campus that help make college-level programs feel more accessible. The college enrollment process itself is also a barrier, so streamlining this process for ABE students might increase the ease of the transition process and thus increase the transition rates.

In 2022, two WVC faculty, Dr. Karina Villa-Vega and Dr. Amy Snively, conducted an ethnographic survey in the Latine communities that live and work in WVC's service district. The goal of this work was to analyze the attitudes, knowledge, accessibility, and perceptions of Latine residents regarding WVC and the career pathways that it offers. The hope was that this information could be used by WVC to evaluate current values, policies, and practices to identify places of potential growth and influence the institutional, cultural and organizational change in ways that better serve the Latine community in our service district. Approximately half of the 330 residents surveyed in this study had an education level less than a high school diploma, so their perceptions of WVC will also help us understand the potential future ABE student. Results indicated that 79% of individuals surveyed were not familiar with the programs that the college offers. This indicates that culturally responsive outreach is needed to reach primarily Spanish-speaking Latine community members. When asked what a participant would study at WVC if they could attend, approximately 25% of respondents indicated Skilled Trades as an interest and English Language courses were the next highest category, with many respondents wanting opportunities that would allow them to complete coursework in both areas simultaneously. Opportunities to offer learning community models that combine English Language Acquisition and/or secondary credential courses with 2-year trades training certifications would be of value to this sector of our community. When asked about barriers to attending college, one third of respondents indicated that access to the college is not compatible with work hours. The affordability of tuition as well as family responsibilities (mainly finding child-care) also overlapped with the compatibility of work hours as barriers for taking classes at WVC. While the initial goal of this survey was to assess the community's understanding of the pathways to careers at WVC, it became evident that respondents' understanding of the institution itself was limited.

In closing, when we consider how WVC can best serve residents within our service district, we must consider existing WVC programs, such as our ABE courses for English Language and high school completion. We also need to consider the outreach we have done to obtain input from the community as we make institutional decisions. Hopefully, you learned something from this data dive newsletter article that will help WVC make data informed decisions that empower our community with an education and with tools for income mobility.



Figure 4: Jennifer Hadersberger, Author



Figure 5: Amy Snively, Author

Questions and comments can be directed to the authors of this month's Data Dive, WVC faculty members and assessment coordinators, Jennifer Hadersberger and Amy Snively or to the ASPIRE team. Please reach out and start a conversation!

Spring Quarter Data Rock Stars!

This quarter ASPIRE wants to give kudos to Ellia Sablan-Zebedy and the Enrollment Management team! The enrollment management team works tirelessly to recruit, provide access, and foster student success for all students who dream of attending college. This team used data on applications, enrollment numbers, Running Start, CTE and College in High School (CiHS) students, and so much more! Ellia and her team were directly responsible for the new dashboard on the ASPIRE website showing data on student applications.

The team reached out to ASPIRE when they wanted to be able to drill down into the application data for new insights on who is applying and enrolling and, more importantly, to work on recruitment methods to reach out to those who apply but might have reservations about committing to enrolling. The data they have been utilizing is helping them develop strategies for enrollment services. Under this team's efforts and with their extensive use of data, enrollment has increased 11-13%.

Way to go Enrollment Management Team! YOU ARE ROCK STARS!

ASPIRE TEAM



Figure 6: The ASPIRE Team: Victor, Robin and Hadley

If you need data, contact the ASPIRE team! We are currently in the administrative suite on the third floor of Wenatchi Hall.

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(509) 682-6437
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Omak Campus

Cal Goolsby, Campus Dean

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

Dean Goolsby and VP Garza have been working together to set new procedures and expectations for student spending. Dean Goolsby has begun a program of education around fiscal responsibility and cost/benefit analysis and will continue that into the new school year in the Fall as part of their work with student government and shared governance.

PRIORITY 2: CREATE A CULTURE OF EXCELLENCE

Erin Williams and Jason Hetterle visited the Omak Campus to follow up on the Space Use Committee's requests for maintenance and other items for the Omak Campus. The Space Use Committee in Omak was able to outline priorities and brainstorm about how to better serve our students with existing facilities, including space for proctoring and testing accommodation, relocation of IT technology to create more usable spaces, and especially upgrades to facilities and technology to improve handicapped access.

PRIORITY 3: BECOME A PREMIER STUDENT-CENTERED COLLEGE

Omak Campus hosted John Lyons, our State Facilities Inspector, on May 19th. In addition to the usual findings of repairs that should be made, Mr. Lyons strongly supported the Faculty, Staff and Student requests for increased inclusive adaptations for our handicapped students. His recommendations included the placement of a new handicapped ramp on the North side of the Administration Building that will lead to access for all buildings. He also suggested improvement of the existing handicapped ramp system and an elevator in the Administration Building that will allow safer and more inclusive access to the Student Center. Head of Facilities Rich Peters and his team are currently analyzing all findings and will meet with Dean Goolsby to offer suggestions for other items or alterations to items proposed.

Pride Day on the Omak Campus is June 4th.

Statistical reporting for Omak is being overhauled while Dean Goolsby works with ASPIRE and Omak faculty and staff to create a reliable and easily accessed data set. This may take a while, and we are grateful to ASPIRE for their willingness to work with us to try to disaggregate our data. This will probably be available in the Fall.

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

Dean Goolsby is organizing a one-day event on the Omak campus with IGNITE, a non-profit that introduces girls to professional opportunities in STEM fields. We will be hosting female students from Paschal Sherman Indian School. So far, several different faculty and department heads in Wenatchee are on board, as well as the Omak School District, AHEC and possibly Confluence Health. Staff at the School District are gathering a list of native women in STEM fields who are local to the Omak/Nespelem area. We are thinking to leverage travel and panelists available by having the event the day after the Omak Career Fair in October, if that is feasible for all partners.

UPCOMING EVENTS

Pride Day on Omak is June 4th. We will have a celebration from 1:00 to 3:00 on campus.

Convocation for Omak's LPN to BSN students will be on June 4th from 2:00 to 3:00 at the First Presbyterian Church in Omak. Students will be presenting poster sessions on their research from 1:00 to 2:00.

WVC FOUNDATION

Rachel Evey, Executive Director

WVC Alumni Week

The WVC Alumni Network, a program of the WVC Foundation, hosted the inaugural WVC Alumni Week May 14-17. The multi-day event celebrated the vibrant and growing community of WVC alumni. The foundation will be holding the event again in 2026 with modifications in response to feedback from this year's event.

Overall, the event received positive feedback. Highlights included an alum visiting from Arizona, the relaunch of Mirror Northwest, and Omak shutting down Apple Ave for a block party.



New Board Members

The WVC Foundation board of directors has welcomed four new members, with their terms beginning July 1, 2025.

- Barbara Walters
Executive Director of NCW Libraries
- James Greathouse
Small Business Relationship Manager for Washington Trust Bank
- Olga Camarena
Branch Manager for Numerica Credit Union
- Stephanie Musser
VP and Commercial Banking Officer at Wheatland Bank

2025 Distinguished Alumni Award

The WVC Foundation board of directors selected Bertha Sanchez as the 2025 Distinguished Alumni award recipient. Bertha is a 1994 graduate of WVC. She is now the Director of Counseling and Support at WVC, spending over a decade guiding students through both academic and personal challenges.



Figure 1 - Foundation staff members surprised Bertha Sanchez with the news that she was selected as the 2025

Spring Appeal



The WVC Foundation continues its spring fundraising appeal for the Knights Care Fund, an emergency assistance fund administered by the counseling department. Our goal is to raise \$15,000. As of May 27, \$3,860 has been raised.

A match gift of \$1,000 has already been secured from foundation donor Deb Lapo. Thank you to the trustees for their collective match gift commitment.

Upcoming Events

- **Annual Celebration**

Thursday, June 5, 2025 | 5:30-7:00p.m. | WVC Jack & Edna Maguire Center

The WVC Foundation is hosting its annual celebration to recognize and appreciate our donors, volunteers, and scholarship recipients. At the event, the foundation will be

recognizing the 2025 Distinguished Alumni, 2024 Outstanding Friend of the College, and 2025 Outstanding Friend of the College.

- **Golden Hour**

Wednesday, July 30, 2025 | 6:00-8:00p.m. | Circle 5 Winery

Hosted by the WVC Foundation board of directors, this fun event will include dancing, socializing, wine, and raising awareness for the foundation's mission.

- **Food Truck Knight**

Friday, September 19, 2025

The WVC Foundation is already planning for its signature event, Food Truck Knight. Our vendor application is now open, deadline September 2: <https://bit.ly/m/FTK>



ENROLLMENT REPORT

June 2025

Departments that report to Dean Sablan-Zebedy

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

Application Data

SUMMER	Applicants	Enrolled	Yield Rate	FTE
2023-24	244	53	21.70%	33.1
2024-25	471	82	17.40%	39.0
2025-26	281	52	18.50%	27.3

- Summer classes start June 30, 2025. We have another month to enroll students in summer classes. The current yield rate is 18.5% compared to last summer at 17.4% If all remains the same, we will continue to trend upwards for this quarter.
- We have added classes that accommodate enrollment for additional Running Start (RS) students.
- Of the 52 students enrolled this summer: 65.4% White; 23.4% Latine; 5.3% Two or more races; 2.4% Black or African American; 1.0% Native American/Alaska Native, 1.0% Asian and 1.0% Not Reported.

FALL	Applicants	Enrolled	Yield Rate	FTE
2023-24	1738	843	51.80%	752.3
2024-25	1626	968	55.70%	868.9
2025-26	792	240	30.30%	205.4

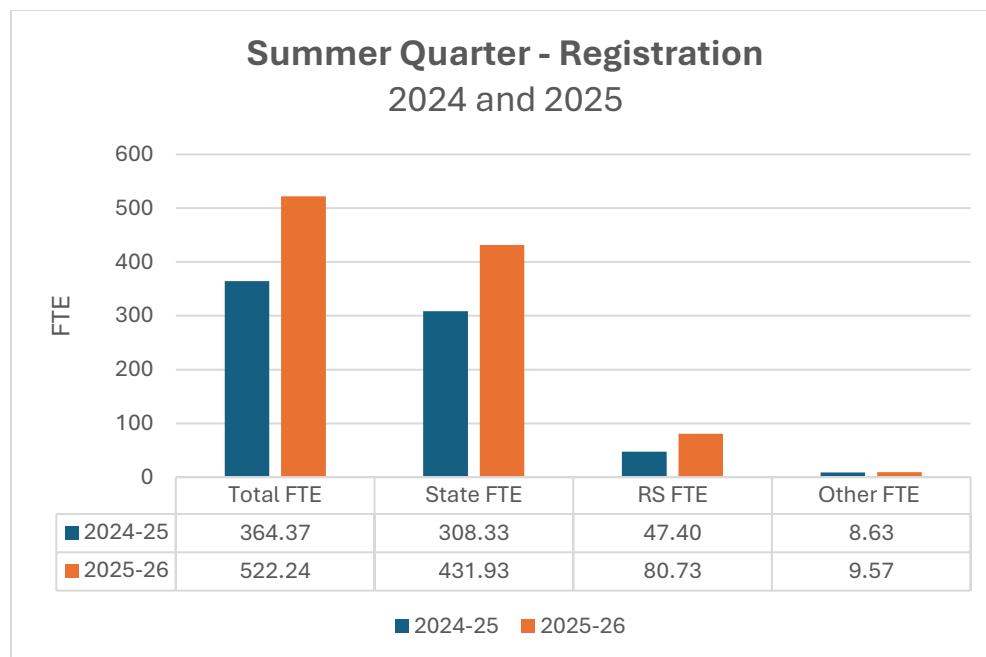
- Fall classes start Sept. 22, 2025. We still have a few months to move students through the enrollment funnel.
- Applications are down due to intense monitoring and weeding out potential 'fake' applications.
- We now have a total of 28 ENGL101 course offerings this fall compared to 12 courses last fall quarter. This ensures that a large proportion of our new incoming students will

ENROLLMENT REPORT

be able to enroll in an ENGL101 course in their first quarter.

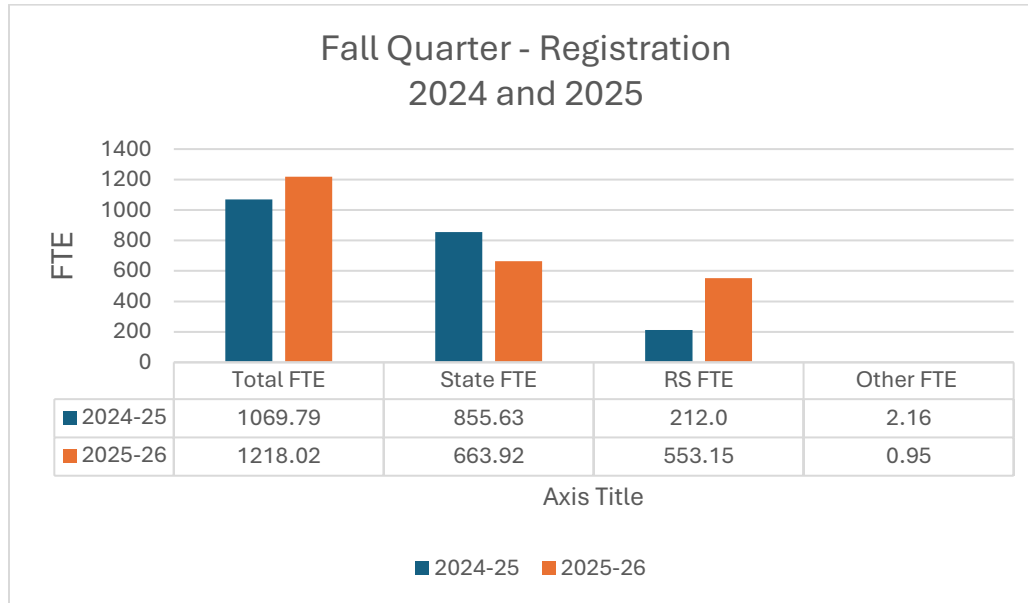
- Of the 240 new students enrolled: 45.3% Latine; 45.3% White, 3.9% Two or more races; 1.7% Black or African American; 1.0% Native American/Alaska Native and 1.5% Not Reported.

Registration Data



- Overall, summer registration is trending upwards.
- SBCTC Enrollment for WVC Summer 2024 was 554 Total FTE. We are 32 FTE from reaching last summer's enrollment. We are still registering students.
- Headcount increased by 27% from 696 headcount in 2024 to 959 headcount in 2025.

ENROLLMENT REPORT

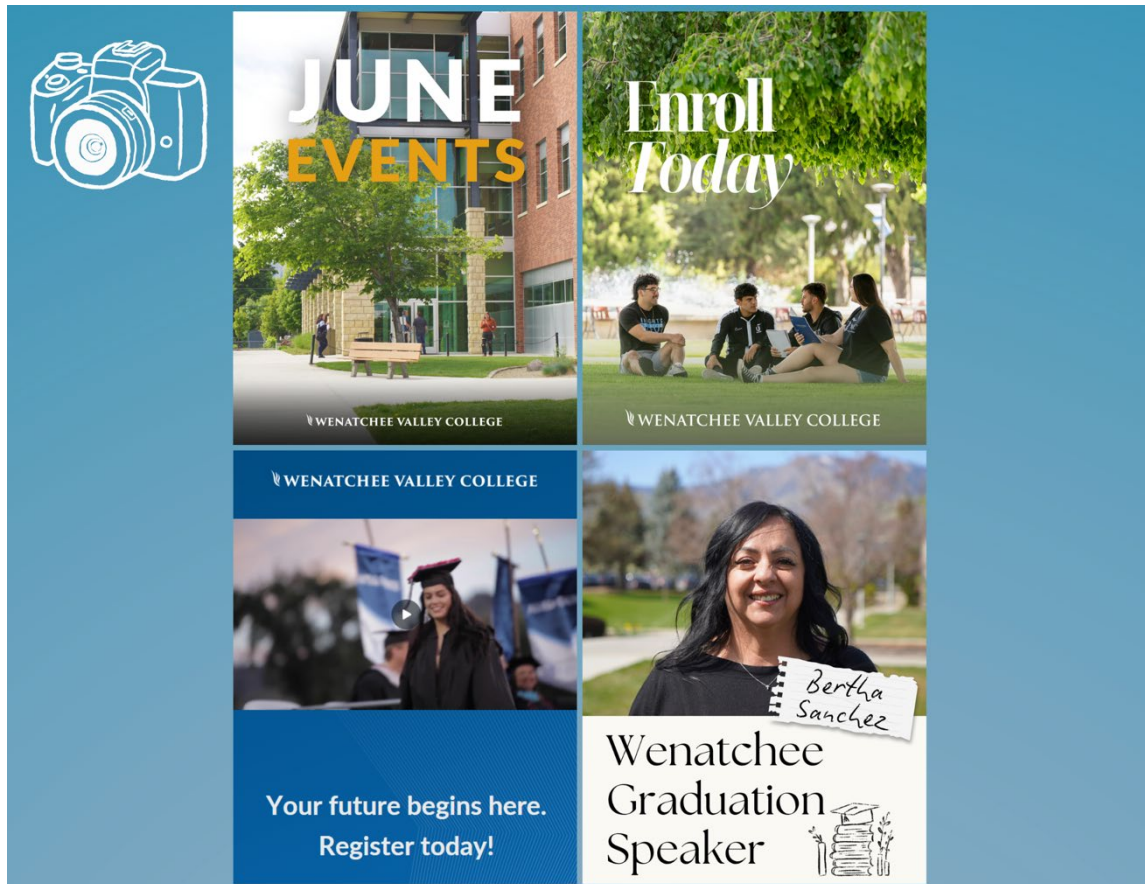


- At this point in time, fall enrollment is trending well. However, State FTE is slightly less than last year, and RS FTE has doubled. This means that RS FTEs is main reason fall enrollment is trending upwards. We are monitoring the State FTE.
- SBCTC Enrollment data for Fall Quarter 2024 was 2,833 total FTE. We are about a third of the way at 1,218.02 FTE.
- Fall 2025 headcount stands at 1,394 students slightly ahead of last year by 147 students compared to same point in time last year at 1,247 students.

PUBLIC INFORMATION OFFICE

Marcine Miller, Executive Director

Creating a Culture of Excellence



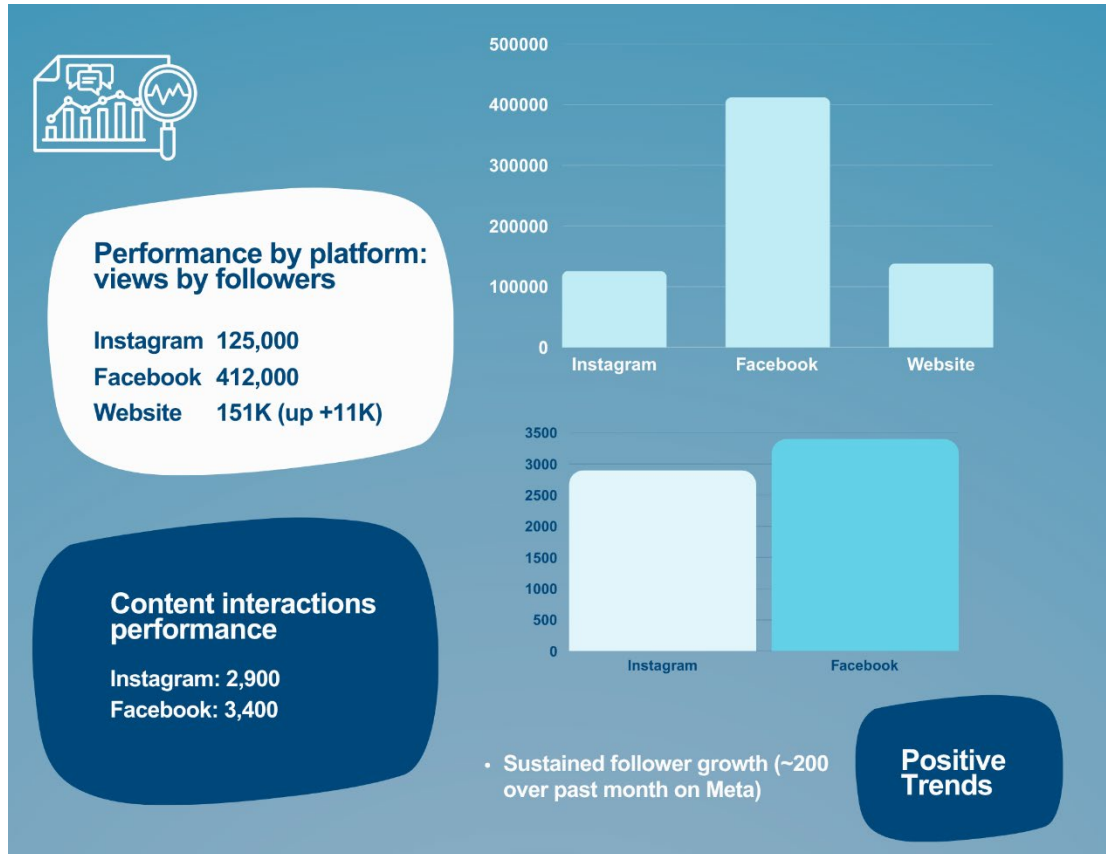
Positioning the College as a Community-Focused Anchor

Throughout the month of April, the Public Information Office has focused on: leading communications planning for graduation ceremonies in Omak and Wenatchee, nursing convocation and pinning ceremonies, the Washington State Indian Education Summer Teaching Institute, completing video projects in English and Spanish, promoting registration for the summer quarter, and providing continuity in our social media presence following the departure of a part-time team member.

This is in addition to our continued effort to spotlight events, partnerships, and student life on both campuses by taking photos, videos, and increasing awareness in our bi-monthly newsletter and regular updates to faculty and staff from the Public Information Office.

As PIO, I recently began serving as a member of WSDOT's Community Advisory Group that is tasked with providing input into Washington's transportation plan. I am joined by peers from a few local organizations in North Central Washington and community organizers across the state. This is an important venue for the college to continue advocating for rural communities in our region.

Performance Snapshot



Over the past month, we have sustained engagement with our views, interactions, and reach on our social media and website. Our priority is to continue to raise the visibility of our student success stories, academic programs, and student life on both of our campuses.

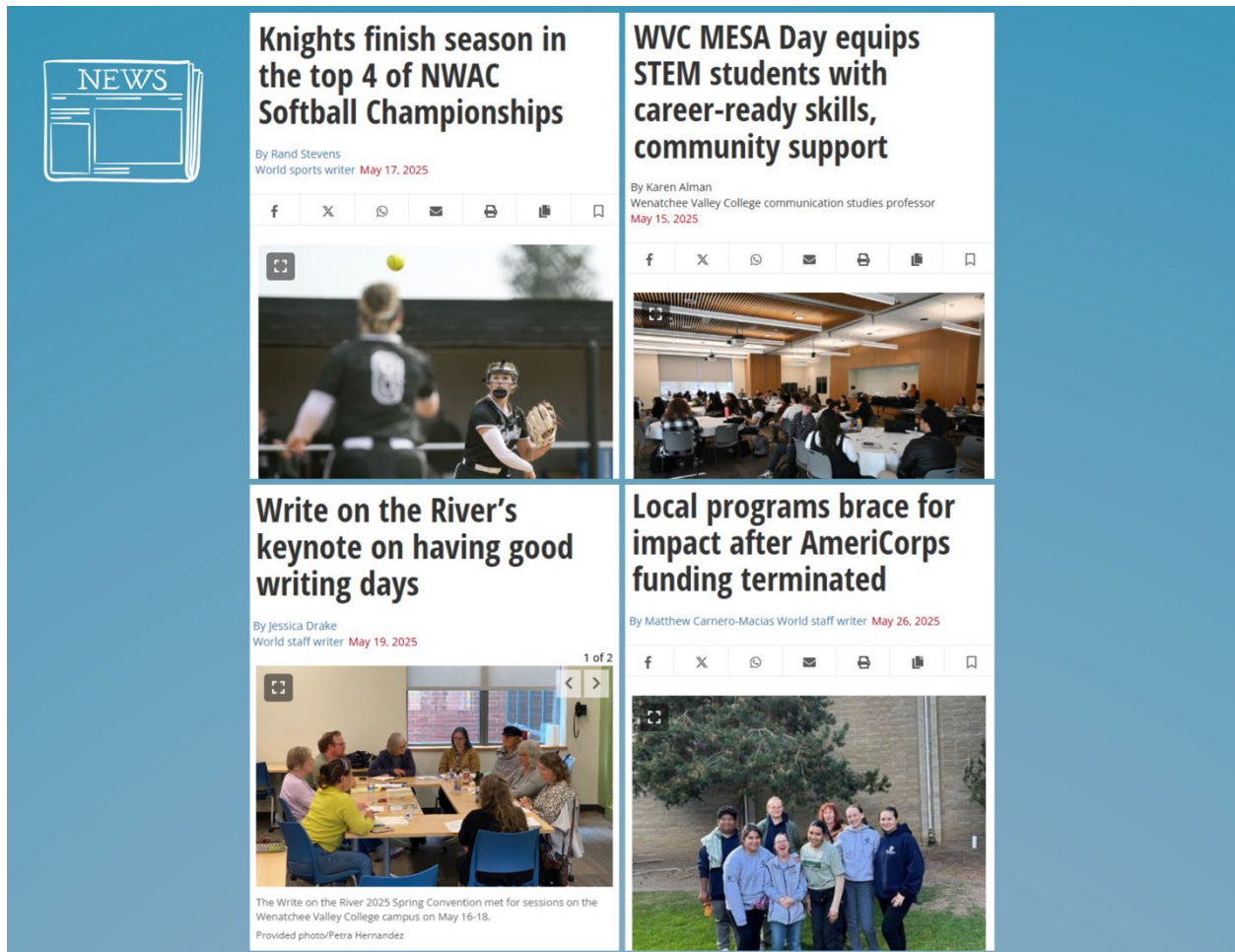
Highlighting Omak campus life is another priority for the PIO. As I have traveled to our Omak campus for video and photo shoots, I am excited to continue building relationships with our students, student clubs, faculty, and staff.

Top ten visited web pages

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

Press Clippings

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



Wenatchee World covered the incredible post-season our women's softball team had as they closed out the year in the top 4 of the [NWAC softball championships](#).

Professor Karen Alman reported on [WVC's MESA DAY](#) for Wenatchee World and shared how it prepares students to excel in STEM fields and in our community.

The [Write on the River's annual conference](#) held at WVC in partnership with the English department was featured in the Wenatchee World.

An article by Matthew Carnero-Macias for Wenatchee World outlined [the impact that defunding AmeriCorps will have on local programs in the Wenatchee Valley](#). WVC was included in the article, and our Public Information Officer shared how the college has worked to retain AmeriCorps employees through the end of the fiscal year to continue critical student support services.

Current Federal Grants (Awarded & Pending)

All of our federally funded grant programs are running as normal with the exception of the NOAA Tribal Stewards grant (federal-via-state) which was cancelled effective May 5th 2025. The reason given was “activities are no longer aligned with effectuating these undertakings (reducing costs/size of federal gov.), nor relevant to the current focus of the Administration’s objectives”

We still have not received any updates on our pending applications.

GRANT	WHAT WE KNOW	RESPONSE
CAMP *Awarded	No communication from Program Officer.	Levi will forward communications related to CAMP program and funding.
TRIO SSS *Awarded & pending	No communication from Program Officer.	Yatzari will forward communications related to TRIO program and funding.
TITLE V *Awarded	No communication from Program Officer.	Vanessa has forwarded communications related to Title V program and funding.
HSI Education Grant (2) *Awarded	PIs working on annual reports.	The PIs will forward communications related to the HSI Education program and funding.
NSF ATE *Awarded	PI working on annual report.	Greg will forward communications related to NSF ATE program and funding
NSF ITYC *Pending	Our submission is still pending.	I will alert all parties involved once I receive an update on funding status.
HEP *Pending	Our submission is still pending.	I will continue to monitor the status of our submission and notify PI/PD as I receive info.

Highlighting Impact

Career Launch Capital Equipment Funding - Electronics

FUNDER: State Board of Community and Technical Colleges (SBCTC)

AWARD AMOUNT: \$456,382

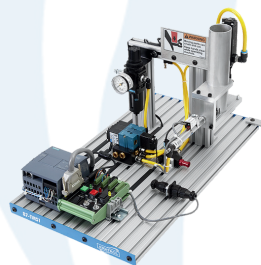
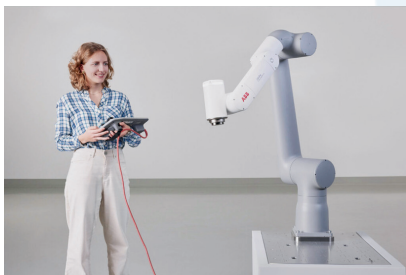
PROJECT PERIOD: 2/1/2024-6/30/2025



OVERVIEW:

This funding allowed WVC to acquire

4 Robot Trainers and 7 complete PLC stations to support the expansion of the Industrial Technology - Electronics program.



This equipment will significantly enhance program capacity, ensuring the fulfillment of instructional demands. With a target enrollment range of 20-25 students per class, the Industrial Technology-Electronics program faced an equipment shortage that was remedied with the addition of the equipment. The new robot trainers are an updated and improved version of the ones the program had. Updated robots and tabletop mechatronics are instrumental in providing motivation and a window in the very modern world of automated task management.

GRANTS OFFICE

Jessica Bravo-Pérez

DIRECTOR OF GRANT DEVELOPMENT



Funding Opportunity



Campus Program

Office on Violence
Against Women (OVW)

The funding supports activities that develop and strengthen trauma informed victim services and strategies to prevent, investigate, and respond to sexual assault, domestic violence, dating violence, and stalking.

7/10/2025

Submission
Deadline

3 & 6

WVC Priority Alignment

PRIORITIES

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

Beyond the Campus

NSF

- Implemented a new policy capping indirect costs at 15% for grants awarded to IHEs.
 - The implementation of the policy to cap indirect cost has been paused through 6/13/2025.
- Federal grant programs are still being assessed for DEI. However, at this time, we have not been notified of any of our grants being selected for secondary review.
 - Other colleges within our system have been required to submit a letter certifying that their project will adhere to federal non-discrimination statutes.

TRIO Programs

- The Trump administration's FY 2026 budget proposal seeks to eliminate all federal funding for TRIO programs.

APPROVAL OF MINUTES

District No. 15
Wenatchee, Washington

WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

Regular Board Meeting

May 14, 2025

Wenatchee Campus - Zoom

MINUTES

ATTENDANCE

Trustees Present:

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

Also Present:

Cabinet Members
Faculty and Staff

BOARD WORK SESSION – 10:00 am

COMMUNICATION

There is an interest in Trustees attending the ACCT Leadership Conference in New Orleans if the budget allows. Trustee Cartagena will be part of a panel representing ACT at the conference.

REPORT FROM TRUSTEES

Trustee Hancock Lewis reminded the board to vote in the ACT election. Trustee Arno Martinez is running for the President position.

RCW 28B.50.873 SBCT Declaration of Financial Emergency. The declaration of emergency allows the board of trustees to make any decisions that will help the institution. Including a reduction in force. Lisa Turner, Marcine Miller and President Harrison have been getting updates from the state.

PRESIDENT'S REPORT

The ctcLink conversation came with some challenges, particularly with payroll. During the conversion in 2021 the college received an overpayment from SBCTC of 1.3 million dollars and in 2023, it received another overpayment of about \$300,000. The overpayment was recently identified, and the college is required to pay it back to the state board. President Harrison will be very methodical on how it will be explained to the campus community. He will not authorize repayment until there is full understanding on what is owed and that we have systems the college has put in place so this error does not happen again. WVC was one of two schools impacted by this error. Will be transparent during the June 6th meeting.

Projected revenue reductions or payback, including all sources for the 2025-2026 academic year will be approximately \$2,000,000 up to \$8,000,000, depending on the potential loss of federal funds.

Trustee Zimmerman asked if it's common for schools to borrow from other schools' reserves.

Trustee Cartagena shared the concern about the optics of the budget concerns with a new building being built. Marcine Miller will be drafting a press release to help educate the public.

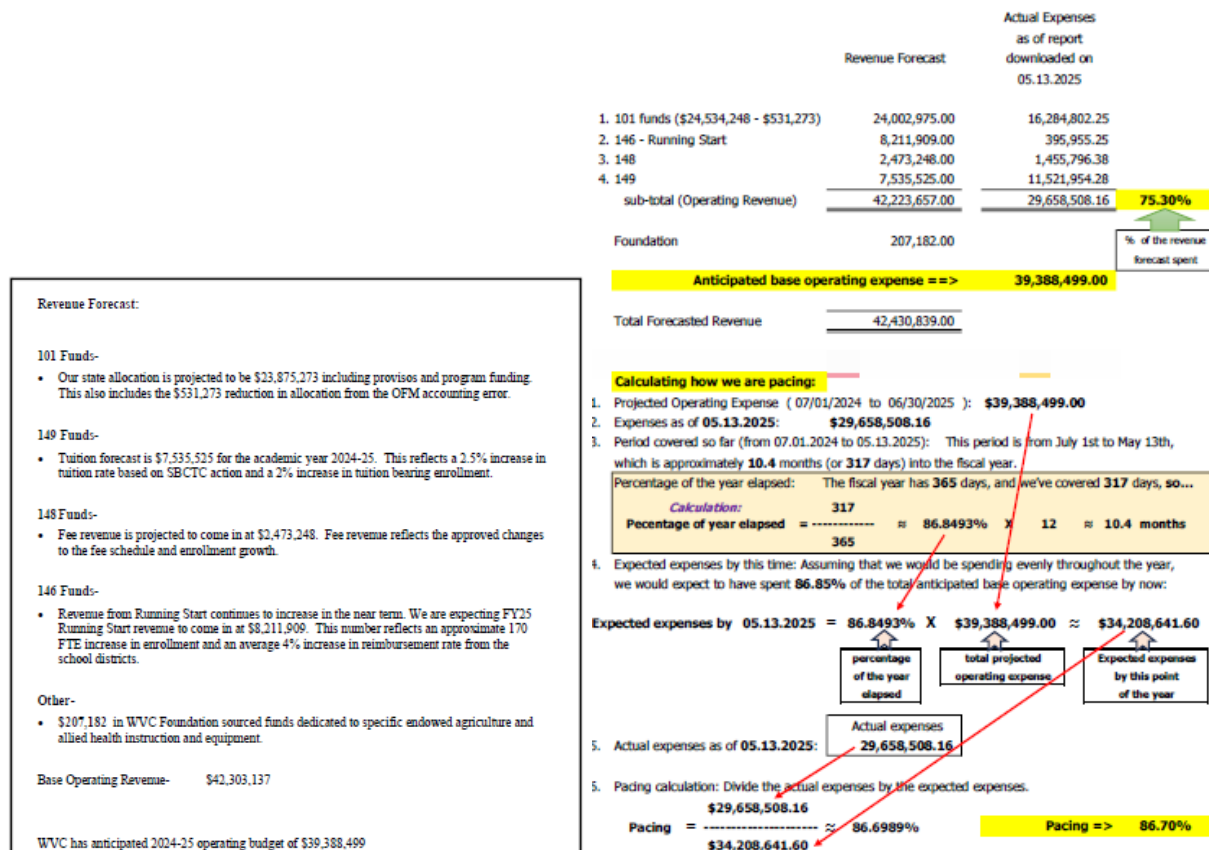
The WPEA increase will not be funded by the legislature.

Graduation Update: Based on feedback from students, staff, and the community, they prefer the interpreting format used last year. Graduation will be in English with a summary and bilingual in some areas. Full translation was also discussed – interpreting is so fast that it's almost disrespectful to the community.

Omak's graduation – The trustees have requested that the same format as Wenatchee be used in the Omak graduation.

FINANCIAL REPORT

Spending is pacing at 87%.



LEADERSHIP REPORTS

Members of the cabinet provided written reports in advance. Leadership reports can be found in the May 14, 2025, board packet.

LEADERSHIP DEVELOPMENT

Rosanna Linares provided the board with a board development on the MESA program.

POST TENURE REPORT

Brigid Chvilicek reported on her post-tenure work.

FIRST READ

2025 - 2026 Student and Activity Fees - Rob Villa, Student Leadership and Engagement Coordinator, along with three students, presented the process of creating the proposed Student and Activity Fee budget. The trustees asked the students a series of questions about their experience going through the process.

2025 – 2026 Tuition and Fees – The legislature released tuition changes for the current academic year, including a 2.4% increase for 2025-26.

2025 – 2026 Tuition Fee Waivers - 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.

ACTION

Action items were reviewed in detail to be presented for action during the regular meeting.

EXECUTIVE SESSION

The Board entered an Executive Session at 2:00 to discuss issues related to potential litigation. The Executive Session lasted 45 minutes and ended at 2:45.

REGULAR BOARD MEETING

CALL TO ORDER: 3:00 P.M.

LAND ACKNOWLEDGMENT

APPROVAL OF MINUTES

April 16, 2025, Regular Board Meeting Minutes

Trustee Phylicia Hancock Lewis moved that the minutes of the April 16, 2025, Regular Board Meeting be approved. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2394

CELEBRATING SUCCESS

Mental Health Awareness Month – Destress Fest

Counseling recently hosted their 3rd annual De-Stress Fest at the Student Rec Center, and it was a success! Between Omak and Wenatchee Campuses, we had approximately 84 attendees, both students and staff. The event offered students and staff a much-needed opportunity to relax and recharge during a busy academic period. With a variety of engaging activities such as yoga sessions, arts and crafts, reading corner and free snacks, the event created a warm, welcoming atmosphere that promoted mental wellness and community bonding. Feedback from attendees was overwhelmingly positive, with many expressing appreciation for the thoughtful planning and inclusive nature of the event. Overall, the De-Stress Fest successfully fulfilled its goal of providing a relaxing, restorative break for all who attended.

Earth Day

Wenatchee Valley College partnered with Sustainable NCW to host the 2025 Earth Day Fair on our Wenatchee campus on April 19. The day began with an Earth Day Fun Run co-organized by WVC's Sustainability Committee and Sustainable NCW. Over 500 community members were in attendance and the college participated in organizing a plant sale, leading a tree campus tour, and a poetry reading. Valuable connections were made with over fifty non-profit organizations and businesses in the Wenatchee Valley area with missions to promote sustainability across North Central Washington.

The event was a successful opportunity for our community to celebrate Earth Day on our campus and was featured in local media in print and in a special feature with Sustainable NCW and Dr. Joan Qazi on NCW Life's Wake Up Wenatchee Valley.

While the event included collaboration from many offices across the college and our partner organizations, Dr. Joan Qazi's leadership and engagement with the community helped make this event possible. The positive feedback the college has received from attendees, vendors, and our partner organizations are a testament to this.

INTRODUCTION OF NEW EMPLOYEES

The following new employees were introduced: Tori Steele, Payroll Coordinator; Eleanor Camp, Customer Service Specialist; Faith Krieche, Program Specialist 2 in Financial Aid.

SPECIAL REPORTS

Amber Watson, ASWVCO President

Amber Watson provided a written report. In addition, she shared that there is a new math club in Omak. ASWVCO is working on a PRIDE month events and shared that they just painted the stairs on campus in rainbow colors.

Dania Cuevas, ASWVC President

Dania Cuevas provided a written report. In addition, she reported that students participated in the NWCCU student forum, they are conducting interviews for next year's senate and June 10 will be Knight at the AppleSox.

Sharon Wiest, AHE President

Sharon was not present to add to her written report.

Wendy Glenn, Chief Steward WPEA

Wendi was not present to add to her written report.

STAFF REPORTS

Brett Riley, Vice President of Administrative Services

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

Dr. Tod Treat, Vice President of Instruction

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

Dr. Diana Garza, Vice President of Student Affairs

Dr. Garza did not add to her written report.

Lisa Turner, Interim Executive Director of Human Resources

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

Dr. Faimous Harrison, President

President Harrison did not add to his report shared during the work session.

PUBLIC COMMENTS

No comments

ACTION: Action items were reviewed in detail during the board work session

2026 – 2027 Student Academic Calendar

The Academic Calendar Committee began meeting in late 2024 to develop the 2026-2027 Academic Calendar, as outlined in Academic Calendar Procedure 1400.600. Drafts went out to all campus for review and comments were received from faculty and staff. The final draft was reviewed in April by the cabinet and presented to the board for first read in April.

Trustee Steve Zimmerman moved to approve the 2026 – 2027 Academic calendar. The motion was seconded by Trustee Hancock Lewis and carried unanimously.

MOTION NO. 2395

2025 – 2026 Student Fee Schedule

The 2025-2026 Student Fee Schedule was discussed in detail during the board work session. The fee schedule was presented to the board for first read in April.

Trustee Wilma Cartagena moved to approve the 2025 – 2026 Student Fee Schedule. The motion was seconded by Trustee Hancock Lewis and carried unanimously.

MOTION NO. 2396

Revision of Policy

The policies were presented and discussed in detail during the board work session.

Trustee Phycia Hancock Lewis moved to approve the revision of policy 000.110 Grants and Contract, 400.085 Course Substitution or Waiver Because of Disability, 400.540 Intercollegiate Athletics, 400500 Student Clubs & Organizations, 400.550 Intramural Sports, 400.150 Computer Lab Use and rescind policy 400.460 Childcare Grants. The motion was seconded by Trustee Steve Zimmerman and carried unanimously.

MOTION NO. 2397

ACTION

2025-2026 ASWVCO & ASWVC S&A Budget

TO: WVC Board of Trustees

FROM: Dr. Diana Garza, VP Student Affairs

RE: 2025-2026 Service & Activities Fee Proposal

The following pages outline the proposed Service & Activities (S&A) fee budget for the 2025-2026 academic year, as developed by the Omak and Wenatchee Student Senates. The budget proposals cover a wide range of student services and programs, including but not limited to campus activities, academic and cultural events, student life, and athletic programs.

These proposals have been thoughtfully reviewed and unanimously approved by both Student Senates, and we present them for your consideration. Each budget request is accompanied by a justification, ensuring that each program is adequately funded to support student engagement and the development of a vibrant campus life.

We ask that you review these proposals in detail and provide any feedback or approval as appropriate.

Thank you for your time and attention to this important matter.

RECOMMENDATION: That the board approve the 2025-2026 ASWVC S&A Fee Budget.

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, 2025-2026 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 March 3rd, 2025.

Thank You for your time in reviewing our 25-26 S&A Budget. We look forward to your final approval.

Sincerely,

Amber Watson

Amber Watson

ASWVC-Omak Student Body President

Toal S&A fees

For Omak

\$800,000	15%	\$120,000
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Funding 6.7% for the director of Student Life position. (8,040)

111,960

ASWVC Omak 2025 Budget Allocations		
Total Budget:		
2P040 (221,426) Contingency:	\$	-
2P031 (15,063) Campus Project Fund:	\$	-
2P036 (30,637) Vehicle Replacement Fund:	\$	3,358.80

3%

Remaining Balance:	
---------------------------	--

ASWVC Omak Activities Programs		
Balance:	\$	108,601.20
264-2P037 Cabinet:	\$	(1,000.00)
264-2P010 Diversity & Inclusion		
Special Projects Funds	\$	(10,076.20)
264-2P035 Entertainment:	\$	(1,025.00)
264-2P032 Student Center:		
264-2P011 Transportation:		
264-2P016 Senate Wages	\$	(43,000.00)
264-2P034 Graduation:	\$	(500.00)
264-2P043 Leadership:	\$	(3,200.00)
264-2P052 Computer Supplies:		
264-2P054 Legislative Travel:		
264-2P002 Tutor Center:		
264-2P044 Copier Supplies:		
Bus Passes: Trango		
264-2P087 Omak Student Books		
264-2P045 Science Club:		
264-2P033 Nursing club	\$	(4,000.00)
264-2P028 CEK	\$	(2,500.00)
264-2P039 PTK:		
264-2P038 Psi Beta Club		
264-2P041 Red Road:		
264-2P014 Part Time Assistant	\$	(41,500.00)
264-2P089 TRiO		
264-2P070 MASK		
264-2P013 Counseling		
264-2P071 Student Pantry	\$	(1,300.00)
264-2P053 MEChA club	\$	(500.00)
Remaining Balance:	\$	-

Leave Balance

This budget will allow senate to allocate through out the 2025-2026 year

Leave Balance

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Leave Balance

This budget needs about 43,000

This budget needs about 41,500

Wenatchee Valley College Board of Trustees:

The 2025-2026 Service and Activities (S & A) fee budget has been developed by the S&A Fee committee and approved by ASWVC Senate. Request for applications extended from February 4th, 2025-February 21st, 2025, and was an online process. The application included:

- description of organization that includes mission, make up or membership, and operational plans
- narrative of the benefits the organization brings to students
- organizational goals for next academic year information on how past allocations have been used; and budget request, budget priorities, budget template with line-item narrative, and information on other funding sources.

There were 26 applications: ten from registered student organizations, thirteen academic departments, and 2 non-academic departments.

All requests were evaluated by the committee on February 25 through February 27. Each proposal was discussed individually and voted on by the committee. The committee did not request to have any additional information or presentations from the applicants.

The S&A Committee received an overview presentation about the student and activities fees process, and information about bias, ethics, and when to abstain from a vote. The District Code and the Killian Report were also provided as guiding documents.

The 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 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.

The final budgets were presented to the ASWVC Senate for approval on March 3 rd and approved by a unanimous vote of 12-0-0.

In approving this budget, the Board of Trustees authorizes:

The ASWVC Budget Committee and the Director of Student Life, Leadership & Development, 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 Director of Student Life proceed with the execution of the planned programs outlined herein.

Thank you for your time in reviewing our 25-26 S&A Budget. Please let us know if you have any further questions or comments. We look forward to your final approval.

Best Regards,

A handwritten signature in black ink, appearing to read "Dania Cuevas Sandoval". The signature is fluid and cursive, with the first name "Dania" being more prominent and the last name "Sandoval" written in a more compact, cursive style.

Dania Cuevas Sandoval

ASWVC Student Senate President

WENATCHEE VALLEY COLLEGE



SERVICES AND ACTIVITIES FEE BUDGET PROPOSAL

2025-2026

ASSOCIATED STUDENTS OF WENATCHEE VALLEY COLLEGE
SERVICE AND ACTIVITY FEE BUDGET PROPOSAL

2025-2026

BOARD OF TRUSTEES

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

ASWVC BUDGET COMMITTEE MEMBERS

Jack Engell, ASWVC Treasurer Student (Chair non-voting member)
Karen Rivera ASWVC Secretary (voting member)
Andres Mendoza-Flores, Club Member (voting member)
Ryan Moore, Student at Large (voting member)
Karina Mendoza-Flores, Outreach and Recruitment Coordinator,
(voting member)
Roberto Villa, Advisor (non-voting member)

ASWVC STUDENT SENATE

Dania Cuevas Sandoval, President
Karen Rivera, Vice President
Jack Engell, Treasurer
Haven Sagdal, Secretary
Morgan Rollman, Dir. Of Campus Activities
Ava Burk, Dir. of Social and Civic Responsibility
Anayi Vaca Gutierrez, Dir. Public Relations
Ryan Moore, Dir. Of Health & Wellness
Diana Morales Cruz, Dir. of Diversity
Alustriel Lioliadis, Student Ambassador
Jabriel Brown, Student Ambassador
Jada Hall, Student Ambassador
Diana Morales-Cruz, Student Ambassador



TO: WVC Board of Trustees

FROM: Dania Cuevas Sandoval, ASWVC Student Senate President
Jack Engell, ASWVC Treasure, S&A Committee Chair
Roberto Villa, ASWVC Advisor

Dania Cuevas

Jack Engell

Roberto Villa

DATE: March 3, 2025

RE: 2025-2026 Service and Activity Fee Budget Proposal

The 2025-2026 Service and Activities (S & A) fee budget has been developed by the S&A Fee committee and approved by ASWVC Senate. Request for applications extended from February 4th, 2025-February 21st, 2025, and was an online process. The application included:

- description of organization that includes mission, make up or membership, and operational plans
- narrative of the benefits the organization brings to students
- organizational goals for next academic year
- information on how past allocations have been used; and
- budget request, budget priorities, budget template with line-item narrative, and information on other funding sources

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- The ASWVC and the Director of Student Life to proceed with the execution of the planned programs outlined herein.

The following are the fiscal year 2025-2026 S&A fee budgets and brief descriptions of each area. Please let us know if you have any further questions or comments.

S&A Budget Summary

Resources

The estimate of Services & Activities Fee revenue is based on projected 2025-2026 FTE levels (Full-Time Equivalent: 12 credit hours fulfilled by one student equals one FTE). The S&A revenue is an estimate is provided by the Vice President for Administrative Services.

Funds remaining from the prior year fiscal years revert to the Fund Balance Reserve or Contingency fund. Expenditures from this account are made through the approval of the ASWVC Student Senate. All unused funds from last year's allocations will be returned to ASWVC at the end of the fiscal year.

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 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.

S&A Budget Summary

ASWVC Activities:

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

DEI/Cultural Events: No request was made this year.

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, intramural sports, festivals, 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 2025-26 ASWVC Senate members throughout the year including the fall student leadership conference offered through CUSP, training activities, winter retreat and spring end of year celebration. This was increased to cover the costs of the leadership conference which has historically come out of a different budget.

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. Funds were also set aside for Club Council to put on events for all clubs to participate in such as the Fall Showcase, and SpringFest. Clubs that received funding are:

- MASK (Medical Assistance Student Knights)
- SNOW (Student Nurses of Wenatchee)
- Mechatronics
- Cyber Knights
- Refrigeration
- Water Power Club at WVC
- QSA (Queer Straight Alliance)
- PTK
- MEChA
- Psi Beta

Residence Life: ASWVC has provided funding for the residence life programs to enrich the experiences of the students who live on the WVC campus. These funds are used for new furniture, events and activities, and 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 the 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 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 compensation for these students throughout the year. This increased by around \$18,000, allowing for an additional 18 hours a pay period, for a total of 68 hours.

Student 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 Student Life office, and the multitude of administrative tasks required in support of the ASWVC. Unfortunately, for the 2024-25 budget year there were 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: Funding for the Math Center is provided to help support student employee wages only. This proposal was only partially funded, because the ASWVC Senate and S&A Committee believe that the Math Center does not fit within the guidance of the S&A Fee, and it should be funded through other avenues.

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: There was no funding proposal for this year

Music Department: There was no funding proposal for this 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. The WVC MAC Gallery was provided funding for five or more exhibitions, some of which will include student work. Students provide programming input and installation assistance for all exhibits.

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: No position was created in the past, so there was not a proposal or funding allocated for this position.

Foundation: The Foundation is planning Food Truck night in the fall and wishes to provide tickets for students to attend. These funds will be used to purchase the event tickets to be distributed to students.

Library: No request was made this year.

Puente to Excellence Orientation: The requested funds would be used to offer multiple orientation programs to WVC students. The Puente to Excellence Orientation for first-year students will be a culturally relevant space for students to get the information and resources they need to be successful, including connections and a sense of belonging, a first quarter schedule and an academic plan. Welcome Week will take place during the first week of classes and will be for all students. The goal will be to generate excitement about the first week of classes.

Student Recreation Center: The ASWVC recognizes they need to help protect their investment in the SRC by helping refinish the multi-sport court surface. Therefore, SRC was awarded funds to replace a section of flooring.

Student Professional Development: The requested funds would be used for students to attend conferences like USHLI (United States Hispanic Leadership Institute), SOCC (Student Of Color Conference), or any conference during the Academic year.

Dreamers Task Force: The requested funds would be used to assist students in paying for fees related to immigration proceedings, such as DACA renewal fees or consultation fees.

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.

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 47% of the available funds thereby reserving 53 % percent of the available budget for all other activities and programs including 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 the 47% percent of the budget as they see fit to support the seven WVC teams and athletics needs with direction from the Vice President of Student Affairs.

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

	2023-2024	2024- 2025	2025-2026
ASWVC Omak (15%)	\$ 114,000.00	\$ 114,000.00	\$ 120,000.00
Campus Projects Fund(264-1POSS)	\$	\$	\$
Vehicle Replacement Fund(264-1P003)	\$ 19,380.00	\$ 19,380.00	\$ 18,150.00
ASWVC Contingency(264-1P054)	\$	\$	\$
Salaries	\$	\$	\$ 75,000.00
ASWVC Activities	\$ 344,641.00	\$ 344,641.00	\$ 311,030.50
ASWVC Athletics	\$ 281,979.00	\$ 317,143.93	\$ 275,819.50
TOTAL	\$ 760,000.00	\$ 785,000.00	\$ 800,000.00

ASWVC WENTATCHEE BUDGET 2024-2025

ACCINO.	ACCOUNTNAME	2023-2024	2024--2025	2025-2026
264-1P001	Fund Balance Deficit Payment	\$ -	\$ -	\$ -
264-1P003	Bus Payment	\$ -	\$ -	\$ -
264-1P015	DEi Cultural Events	\$ 30,000.00	\$ 34,000.00	\$ -
264-1P006	Events/Campus Activities	\$ 42,050.00	\$ 36,000.00	\$ 36,000.00
264-1P017	Graduation	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
264-1P004	Student Programs / In-Service Training	\$ 1,000.00	\$ 4,000.00	\$ 4,000.00
264-1P101	Interclub Council(all club accounts)	\$ 52,500.00	\$ 35,752.00	\$ 38,000.00
264-1P695	Knights Kupboard	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00
264-1P086	Link Transit	\$ -	\$ -	\$ -
264-1P008	Residence Life	\$ 15,000.00	\$ 28,460.00	\$ 10,350.00
264-1P012	Special Projects	\$ 35,000.00	\$ 40,000.00	\$ 40,000.00
264-1P009	Student Center Supplies/ID Cards	\$ 12,000.00	\$ 15,000.00	\$ 12,000.00
264-1P005	Student Senate Wages	\$ 58,000.00	\$ 76,000.00	\$ 70,000.00
264-1P088	Student Programs PT Hourly	\$ -	\$ -	\$ -
264-1P102	TRIO	\$ 6,000.00	\$ 8,400.00	\$ 6,500.00
264-1PTC	Tutor Center	\$ -	\$ -	\$ -
264-1P042	MAC Gallery	\$ 3,000.00	\$ 3,000.00	\$ 5,000.00
264-1P022	Sustainability/Environment	\$ 2,500.00	\$ 5,800.00	\$ 5,000.00
264-1P046	MESA Program	\$ 12,000.00	\$ -	\$ 8,500.00
264-1P021	Math Center	\$ 25,000.00	\$ 15,000.00	\$ 20,000.00
264-1P044	Science Explorations Trips	\$ 3,200.00	\$ 3,400.00	\$ 3,600.00
264-1P023	VetCorps Navigator	\$ -	\$ -	\$ -
264-1P024	Music Department	\$ 11,391.00	\$ -	\$ -
264-1P013	Counseling Department	\$ 1,000.00	\$ 3,200.00	\$ 1,683.00
264-1P	International Programs	\$ 8,000.00	\$ -	\$ -
264-1P011	MotorPool Position	\$ 10,000.00	\$ -	\$ -
264-1P025	Foundation	\$ -	\$ 1,000.00	\$ 2,750.00
264-1P026	Library	\$ -	\$ 4,700.00	\$ -
264-1P019	New Student Orientation	\$ -	\$ 22,800.00	\$ 5,000.00
264-1P027	SRC	\$ -	\$ 10,320.00	\$ 9,500.00
264-1P	Student Professional Development	\$ -	\$ -	\$ 6,000.00
264-1P	Dreamers Task Force	\$ -	\$ -	\$ 5,000.00
	SUBTOTAL:	\$ 344,641.00	\$ 368,832.00	\$ 310,883.00

INTERCLUB COUNCIL SUBSIDIES

ACCT NO.	ACCOUNTNAME	2025-2026
264-1P101	Interclub Council	6,000
	QSA	2,500
	Cyber Knights	2,000
	SNOW	5,000
	MASK	3,000
	Mechatronics	2,500
	Psi Beta	2,000
	Water Power Club	2,000
	Refrigeration	6,500
	PTK	2,500
	MEChA	4,000
	SUBTOTAL:	\$38,000

ATHLETIC SUBSIDIES

ACCINQ.	ACCQUNI NAME	2023-2024	2024-2025	**2025-2026
264-1P061	Athletic Director	3,500		
264-1P090	*Game Management	0		
264-1P063	Fastpitch Softball	30,000		
264-1P064	Baseball	30,000		
264-1P065	Men's Basketball	30,000		
264-1P066	Women's Basketball	30,000		
264-1P098	Uniform Replacement Cycle	7,479		
264-1P068	*Scholarships	60,000		
264-1P070	Men's Soccer	27,000		
264-1P071	Women's Soccer	27,000		
264-1P072	Volleyball	27,000		
264-1P062	Post Season Travel	5,000		
264-1P080	Sports Medicine	5,000		
	*Meal Money	0		
	*Operations	0		
	*Transportation	0		
	*Lodging	0		
	*Equipment	0		
	SUBTOTAL:	\$281,979	\$317,144	\$275,819.50

*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.

**Previous allocation models will be provided to the new athletic director for their knowledge in building their budget as needed.

2025-2026 Tuition and Fees

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 a 2.4% increase for 2019-20.

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

The changes will be effective fall quarter and are detailed on the attached tuition schedule.

Under current SBCTC policy, lower division resident tuition is \$131.96 per credit for the first 10 credits and \$255.94 for upper division resident tuition distributed as follows:

WENATCHEE VALLEY COLLEGE LOWER DIVISION TUITION 2025/2026 QUARTERLY FEE SCHEDULE~ EFFECTIVE FALL 2025 TO SUMMER 2026			
Number of Credits	Washington Resident	Non-State Resident	Non-US Resident
1	131.96	150.94	339.30
2	263.92	301.88	678.60
3	395.88	452.82	1017.90
4	527.84	603.76	1357.20
5	659.80	757.70	1696.50
6	791.76	905.64	2035.80
7	923.72	1056.58	2375.10
8	1055.68	1207.52	2714.40
9	1187.64	1358.46	3053.70
10	1319.60	1509.40	3393.00
11	1384.69	1575.50	3466.57
12	1449.78	1641.60	3540.14
13	1514.87	1707.70	3613.71
14	1579.96	1773.80	3687.28
15	1645.05	1839.90	3760.85
16	1710.14	1906.00	3834.42
17	1775.23	1972.10	3907.99
18	1840.32	2038.20	3981.56
19+ credits	118.39/credit	118.39/credit	325.73/credit
Vocational Programs			
19+ credits	17.75/credit	48.85/credit	48.85/credit

WENATCHEE VALLEY COLLEGE UPPER DIVISION TUITION 2025/2026 QUARTERLY FEE SCHEDULE~ EFFECTIVE FALL 2025 TO SUMMER 2026			
Number of Credits	Washington Resident	Non-State Resident	Non-US Resident
1	255.94	274.92	718.88
2	511.88	549.84	1437.76
3	767.82	824.76	2156.64
4	1023.76	1099.68	2875.52
5	1279.70	1374.60	3594.40
6	1535.64	1649.52	4313.28
7	1791.58	1924.44	5032.16
8	2047.52	2199.36	5751.04
9	2303.46	2474.28	6469.92
10	2559.40	2749.20	7188.80
11	2572.69	2763.50	7203.10
12	2585.98	2777.80	7217.40
13	2599.27	2792.10	7231.70
14	2612.56	2806.40	7246.00
15	2625.85	2820.70	7260.30
16	2639.14	2835.00	7274.60
17	2652.43	2849.30	7288.90
18	2665.72	2863.60	7303.20
19+ credits	242.37/credit	242.37/credit	705.31/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>		\$70.00 per quarter (Wenatchee Campus), \$70.00 per quarter (Omak Campus)	
<u>STUDENT REC CENTER FEE</u>		\$80.00 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>		WVC uses an online bookstore: Wenatchee Valley College Online Bookstore	
<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.

RECOMMENDATION: Approve the 2025-2026 Tuition and Student Fee Schedule set forward by the state board.

2025-2026 Tuition Fee Waivers

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.edu>.

RECOMMENDATION: That the board of trustees approve the 2025-2026 Tuition Fee Waivers.

Tuition and Fee Waivers 2025-26

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	\$19.80/credit (85% waived)
Athletic Waiver-Resident and Non-Resident (lower division)	\$411.00/quarter
Athletic Waiver-Resident and Non-Resident (upper division)	\$656.00/quarter
Eligible Veterans or National Guard Members	50% of resident tuition and fees
Other Military or Naval Veterans	50% of resident tuition and fees
Active Duty Military-Resident	No S & A or building fee
Vocational Students (over 18 credits)-Resident	\$17.75/credit (85% waived of 19+ credits)
Vocational Students (over 18 credits)-Non-Resident	\$48.85/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)	\$39.59/credit (70% waived)
Farm Management	\$43.95/credit (66.7% waived)
First aid, EMT, Paramedic	\$72.58/credit (45% waived)
Parenting Education	\$19.80/credit (85% waived)
 <u>Nonresident Tuition Differential</u>	
Nonresident US Citizen	Resident operating + non-resident building and S & A fees (\$150.94)
Refugees	Resident operating fee + 25% + non-resident building and S & A fees (\$176.67)
High School Completion-Non-Resident	\$131.96/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	50% of resident per-credit amount for tuition and fees (operating and building fees) and services and activities (S & A) fees.
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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*Rounded up to .xx

Continued Spending Resolution: Brett Riley, Vice President of Administrative Services

Continued Spending Resolution No. 2025 - 05

As of the publication of the Board agenda, WVC staff are still finalizing the 2025-26 operating budget. This, in part due to the state budget and restructuring within the college. While we are forecasting a meaningful improvement in enrollment, we are committed to sustained growth and economic stability in our budget process.

With our 2024-25 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 2025-26 budget.

RECOMMENDATION: Grant the college administration authority to spend funds necessary for operations until the September 2025 Board meeting.