



YAKIMA VALLEY COMMUNITY COLLEGE COMPREHENSIVE SELF-EVALUATION REPORT



PREPARED FOR THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

Table of Contents

Institutional Overview	5
Preface	7
a. Institutional Changes Since Last Accreditation Visit.....	7
b. Response to Topics Previously Requested	8
Chapter One: Mission, Core Themes, and Expectations	12
a. Executive Summary of Eligibility Requirements 2 and 3	12
b. Standard 1.A	12
• 1.A.1: Mission Statement.....	12
• 1.A.2: Articulation of an Acceptable Threshold or Extent of Mission Fulfillment. 12	
• 1.A.3: Interpretation of Fulfillment of the Institution’s Mission.....	13
c. Standard 1.B.....	14
• Core Theme One: Community.....	14
• Core Theme Two: Access.....	17
• Core Theme Three: Success	20
Chapter Two: Resources and Capacity	23
a. Executive Summary of Eligibility Requirements 4 through 21	23
b. Standard 2.A: Governance	28
c. Standard 2.B: Human Resources	40
d. Standard 2.C: Education Resources.....	45
e. Standard 2.D: Student Support Resources	66
f. Standard 2.E: Library and Information Resources	81
g. Standard 2.F: Financial Resources.....	86
h. Standard 2.G: Physical and Technological Infrastructure	90

Chapter Three: Planning and Implementation	99
a. 3.A: Institutional Planning.....	99
Chapter Four: Core Theme Planning, Assessment, and Improvement	115
a. Executive Summary of Eligibility Requirements 22 and 23	115
b. Core Theme Planning	116
c. Community Core Theme	120
• Standard 3.B.....	120
• Standard 4.A	120
• Standard 4.B.....	121
d. Access Core Theme	132
• Standard 3.B.....	132
• Standard 4.A	132
• Standard 4.B.....	133
e. Success Core Theme	142
• Standard 3.B.....	142
• Standard 4.A	142
• Standard 4.B.....	142
Chapter Five: Mission Fulfillment, Adaptation, and Sustainability	151
a. Eligibility Requirement 24.....	151
b. Standard 5.A: Mission Fulfillment	151
c. Standard 5.B: Adaptation and Sustainability	158
Conclusion	170

INSTITUTIONAL OVERVIEW

Yakima Valley Community College (YVCC) is located in south central Washington State. The YVCC service district is centered in Yakima County, with outreach programs in Kittitas County to the northwest and Klickitat County to the southeast. The main campus is located in the city of Yakima, and a branch campus is situated 45 miles southeast in the community of Grandview. In addition to these campuses, YVCC operates learning centers in Sunnyside, Toppenish, and Ellensburg, as well as numerous community outreach locations. The service district encompasses the Yakama Indian Tribal Lands.

Founded in 1928 as a private two-year higher education institution, YVCC became a public junior college under the auspices of the Yakima School District in 1948. In 1967, the Washington State Legislature passed the Community College Act, and YVCC became a state community college under the jurisdiction of the State Board of Community and Technical Colleges (SBCTC). At that time, the college focused on Transfer and Workforce Education Programs. In 1990, responsibility for Adult Basic Education was transferred from the Office of the Superintendent of Public Instruction (OSPI) to the SBCTC, thus expanding the mission of the college to include adult literacy, English as a Second Language, and GED instruction.

During its 83-year history, YVCC has expanded its funding base, which was initially private, then included state finding, and now integrates a complicated array of federal, state, local, private, grant, tuition, and fees funding needed to operate a comprehensive community college today. Over the past 15 years, major renovations and/or replacements have been done to keep facilities current and to expand services.

YVCC's service district is predominately rural. The economy of the region is focused on agriculture, food processing, and health care industries. The demographic of the population has changed dramatically over the past 20 years from a largely white, high-school-educated population to a largely Hispanic, more poorly educated population. This trend is expected to continue for two reasons: the continued "settling out" of immigrant families who are drawn to the valley for the agricultural work that is now less dependent on seasonal employment, and the greater birthrate of these families. About 21% of the adult population is below the poverty level, and the annual unemployment rate is about 11.5% for all adults age 16 and older (Census Bureau ACS 2005-2009). According to the 2000 census, 46% of adults 18-24 years of age in the YVCC service district had not earned a high school diploma. Area statistics on the college-going rate of graduating high school students indicate that only about 45% matriculate to college, with Hispanic students matriculating under 40% (SESRC Study 2008 cohort). Of the adult population over 25 years of age, 29% have less than a high school education level, 28% have a high school diploma only, 21% have some college, 6% have an AA degree, and only 16% have a BA degree or higher. More than one-third of the population speaks Spanish-only at home. There is a net loss of adults with educations at all levels over high school graduation or GED, and the only portion of the adult population that is growing is that of adults with no high school diplomas (US Census Bureau, 2005 ACS PUMS File).

YVCC is the largest provider of postsecondary education services in south central Washington State. To promote higher education in the district, YVCC collaborates with regional educational

institutions, including Educational School Service District 105, eighteen K-12 school districts, Central Washington University, Eastern Washington University, Heritage University, Pacific Northwest University of Health Sciences, Perry Technical Institute, and Washington State University.

YVCC offers a comprehensive curriculum for transfer to four-year colleges and universities; professional and technical programs; basic skills instruction; and lifelong learning opportunities. In 2010-11, YVCC served 10,608 students: 38% in Workforce Programs, 28% in Basic Skills, 28% in Transfer Education, and 6% in other programs, including personal enrichment.

Educational programs at YVCC are overseen by three instructional divisions. The Arts and Sciences Division oversees developmental education; library, student development and physical education courses; prerequisites for many professional technical programs; and transfer degrees coursework. More than 100 courses have been identified for common course numbering, and partnerships between specific YVCC departments and their compatriots at four-year colleges continue to ensure that students are prepared to transfer into majors at four-year institutions. The Basic Skills Division includes programs in Adult Basic Education, English as a Second Language, Literacy, and GED preparation. Recent Basic Skills efforts have included the expansion of Integrated Basic Education and Skills Training (I-BEST) options, which pair higher-level basic skills training with specific vocational training to get students started in college pathways sooner. The Basic Skills Division works collaboratively with DSHS and the Workforce Development Council to serve WorkFirst and Worker Retraining students. The Workforce Education (WED) Division offers 99 certificate and 47 degree programs in 24 fields of study: Agriculture, Enology and Viticulture; Allied Health Technology; Automotive Service Technology; Business Administration; Business Technology; Chemical Dependency; Criminal Justice; Dental Assisting; Dental Hygiene; Early Childhood Education; Education; Engineering; Information Technology; Nursing; Radiologic Science; and Veterinary Technology. All WED programs are guided by community advisory boards and are closely aligned both with Basic Skills programs for entry-level training and with Arts and Sciences programs for prerequisites and distribution requirements.

In 2000 and each year since, YVCC has received designation as a Hispanic-Serving Institution (HSI). To qualify for HSI designation, the college student population must consist of more than 50% of students receiving Pell Grants or more than 24.4% in poverty and 25% Hispanic students. Since 2000, these percentages continue to grow in YVCC's student population, a reflection of the shifting community demographic. The overall student population is about 45% white and 55% students of color (mostly Hispanics of Mexican descent), with students of color overrepresented in the ABE population (more than 85%) and underrepresented in the degree-seeking population (hovering around 30%). More than 85% of students enter the college needing developmental coursework, with approximately 65% needing to take two or more levels of developmental work. More than 70% of the student population qualifies for financial aid. First-generation college students are estimated to comprise between 75- 80% of degree-seeking students (exact numbers are unknown because students may elect to not respond to these questions).

PREFACE

Brief update on institutional changes since last report: Since 2000, YVCC's participation in numerous grants and initiatives has influenced the direction and focus of the college. YVCC has received three Title V Hispanic-Serving Institution (HSI) grants, one USDA HSI grant, and multiple years of funding for TRiO programs, all of which have required the college to address the reality of the changing demographic to help Hispanic, low-income, and first-generation students achieve and persist in college. In addition, Worker Retraining and Perkins funding focused efforts on dislocated workers and business partners.

Since 2003, YVCC has experienced tremendous transformation of its facilities. Two new buildings have been constructed: The Deccio Higher Education Center (shared space with Central Washington University and Washington State University) and Glenn Anthon Hall (Arts and Sciences). In addition, YVCC has remodeled the Brown Dental Building, Raymond Hall, the Skills Center, Student Residence Center, Sundquist Hall, and the Workforce Education Center in Grandview. In 2010, YVCC acquired the Grandview Senior Center on the YVCC grounds and is currently renovating it as a student activity center and the Grandview City/College Library Project is in the construction phase. Occupancy for both Grandview facilities is anticipated in September 2011. At present, YVCC is adding additional student parking lots on the Yakima campus and is in the design stage for the Palmer-Martin Replacement Building.

In 2006, YVCC was invited to participate in the Achieving the Dream (ATD) initiative, a national effort to increase student success at community colleges through the careful analysis of data on the effectiveness of strategies and interventions. To accomplish this, YVCC organized an institutional research team comprised of individuals with expertise in research design, grant management, technology, and database construction, as well as familiarity with the types of data collected and available to the college. This team is known as the Office of Institutional Effectiveness (OIE). The OIE supports institution-wide strategic planning, academic program review, campus survey efforts, annual performance reports, grant development, and accreditation efforts. The OIE works closely with a cross-campus Institutional Effectiveness Team representing instructional and student services divisions of the college, faculty, staff, student government, and administration to monitor student success and recommend strategies for improving outcomes. Recommendations from this group are used to help the college align resources and prepare budgets. Also during this time, the State Board of Community and Technical Colleges introduced several initiatives – including the Student Achievement Initiative, transfer high demand, and Gates' Completion Initiative – that reinforced the use of data to determine strategies focused on student success. As the college has been forced to realign resources to meet increasing demands while simultaneously taking budget cuts, the ability to access data and predict impacts has been particularly significant. In recognition of YVCC's effectiveness at using data to inform decision-making, YVCC was awarded Leader College Status by the National Achieving the Dream Foundation in 2010.

Response to topics previously requested by the Commission:

In 2001, YVCC received four recommendations to which they responded in detail in the 2006 Regular Interim Report. After the submission of the 2006 Regular Interim Report, YVCC received accolades for its institution-wide focus on student success, and for its ability to successfully secure external funding to replace aging facilities and to meet the needs of its diverse student population. YVCC did not receive any recommendations or requests during its interim period.

2001 General Recommendation 1 *“The committee recommends that care be taken to assure systematic formal assessment of student learning outcomes, which is used to improve programs (Standard 2.B.1 and policy Statement 2.2).” Northwest Commission on Colleges and Universities*

2006 Response: In the five years since the comprehensive self-study, Yakima Valley Community College has developed significant processes to assure that it uses a systematic formal assessment of student learning outcomes to improve programs. Although assessment is an ongoing process, the college has made great strides towards establishing a culture of evidence that extends from the formative aspects of classroom learning to the summative evaluation of student outcomes. Systematic assessments tailored to the specific needs of the instructional divisions, departments, programs and disciplines inform and direct the improvement of educational activities at multiple levels.

There is renewed focus on the assessment and placement of under-prepared incoming students as the college participates in multiple opportunities to address that increasing challenge. The Math and English Departments have continued to review student performance and improve their course sequences. Arts and Sciences has deepened the level of discussion about its assessed student abilities and implemented systems to gather and analyze data that help guide curriculum and assessment decisions. Workforce Education has adopted a competency-based outcomes model that serves their programs and insures they continue to respond to industry and community advisory committees to maintain up-to-date course offerings. All currently offered courses feature articulated outcomes.

Faculty and administrators continue to be involved in regularly scheduled activities during college-wide in-service “Assessment Days.” These are full-day opportunities when the institution closes to students, so faculty and staff have the time to plan for and follow up on assessment activities during the year. In the interest of balancing limited instructional days and the institution’s commitment to assessment, there are Assessment Days in fall and spring. Faculty leadership of assessment efforts continues to be strong and learner-centered. In addition, the college added an administrative exempt position (Instructional Support Services Manager) to provide support services to the instructional divisions and faculty, including assistance with assessment activities and curriculum issues.

While the college faces challenges in broad-based implementation of student learning outcomes assessment, as the culture of evidence has deepened at the college it has become more widely recognized that assessment is a dynamic but iterative process.

2011 Update: Between 2006 and 2011 the faculty have updated at least 20% learning outcomes for programs and classes on an annual basis. With the introduction of Basic Skills as a separate division in 2007, more intentional work has been done to articulate the outcomes from basic skills to developmental education. In 2010, YVCC adopted two institution-wide student learning outcomes: Analytical Reasoning and Communications. Work is underway to determine how the outcomes are to be assessed and how to use the evidence for improvement.

2001 General Recommendation 2 *“The committee recommends the college adhere to the current policy on full and part time faculty evaluations and that the policy be applied consistently across all Divisions of the college.” Northwest Commission on Colleges and Universities*

2006 Response: Since the 2001 full-scale evaluation and the 2003 focused interim visit, YVCC and the American Federation of Teachers – Yakima, have worked to negotiate a comprehensive evaluation process for all tenured and special appointment academic employees of the college. This discussion has yielded tentative agreement (as of 9/27/2006) on a much more clear and detailed view of the expectations of the evaluation process that includes the use of multiple indices such as an instructor’s self-evaluation, student evaluations, and a supervisor’s classroom observation. Probationary tenure-track faculty members follow the procedures quarterly during the first three years of employment and include the additional element of peer review. Full-time tenured faculty and non-tenure-track faculty follow the procedures (instructor’s self-evaluation, student evaluations, and a supervisor’s evaluation) once every five years. Also in the tentative agreement are considerations that relate to evaluation of Special Faculty Appointments in their first two years of hire, providing a process for those faculty members to receive formative feedback that will benefit their teaching.

The deans of Arts & Sciences, Workforce Education, Grandview and Student Services Divisions follow the procedures established in this agreement. As such, all faculty assigned to these divisions, regardless of their teaching locations (e.g., Grandview) or modes of instruction (e.g., Distance Learning), are evaluated by their respective deans.

Administrators and classified staff members facilitate student evaluations of full and part-time faculty. The student evaluation includes Likert-scale questions and written comments. The dean’s staff members transcribe student comments without editing and give the results to the respective faculty member following the posting of grades for the quarter in which the evaluation occurred. The deans evaluate part-time faculty members via student evaluations during the first quarter of employment. In all cases, regardless of the faculty member’s employment status, if the dean receives student complaints or concerns about a faculty member, the dean may conduct more frequent evaluations consistent with the faculty agreement. Differences in the frequency of student evaluations among the instructional deans reflect different needs. As an example, at the Grandview Campus, part-time faculty receive student evaluations quarterly because instructors have determined that more frequent evaluations help assess their effectiveness.

The college is in full compliance with this policy – all faculty members are within the five-year evaluation cycle at this time.

2011 Update: YVCC continues to follow the faculty contract for all part and full time faculty evaluation.

2001 General Recommendation 3 *“The Committee recommends that care should be taken that all faculty, whether part-time or full-time, teaching transfer courses should hold an appropriate advanced degree (Standard 4.1).” Northwest Commission on Colleges and Universities*

2006 Response: All full-time faculty members are hired through an interview process with representative faculty in the discipline, support faculty from other disciplines, and the supervising dean. The job description for the faculty position lists the degree requirements, experience required, and any specialized credentials. An important part of the hiring process is screening credentials before the interview, including a review of candidates’ transcripts and appropriate degrees. Article 16.1 of the current [2006-2008 version] Collective Bargaining Agreement states:

***Academic Fields:** Except in cases of adult-basic-education positions, applicants for academic employee positions for which an advanced degree is normally available shall hold a master's degree in the field of specialization or closely related field required by the position from an accredited college or university or shall hold a bachelor's degree in the field and have extensive professional experience in performing the duties of the position at the college level. Any new hire placed on the salary schedule and holding less than the master's degree, however, shall be required to earn such an advanced degree within the probationary period to be considered for continued employment.*

Additionally, following the recommendation of the accreditation committee, the Human Resource Services (HRS) department has completed a comprehensive audit of faculty credentials. 100% of faculty members now meet the credential requirement of the Agreement. As part of this audit, the HRS department determined that a new faculty database was necessary to manage and track not only credentials, but also evaluation dates, classes approved to teach, etc. The college Information Services department has developed this database.

YVCC Faculty Credentialing Assurance Process (see Exhibit) has been introduced since 2001. There are several checks built into the process, which begins at faculty hiring. Existing full- and part-time faculty credentials were also checked in the audit. In all cases, faculty contracts are not issued unless the proper faculty credentials are in the database. If the appropriate advanced degree is missing, HRS contacts the supervising dean for supporting documentation on the level of courses the faculty member has been approved to teach.

2011 Update: YVCC continues to follow the faculty contract for all part and full time faculty hiring.

2001 General Recommendation 4 *“The committee recommends the college design a plan to ensure health and safety standards in the residence hall and attached dining room, with special attention given to heating and air conditioning. First floor residence hall facilities*

should be ADA compliant. (Standard 3.D.13 & 3.D.14)” Northwest Commission on Colleges and Universities

2006 Response: As Washington State does not provide operating funds for any student residence center on a community college campus, YVCC’s Student Residence Center operates as a self-support facility. However, the college has responded to this recommendation in earnest and has met or exceeded related standards.

Due to low occupancy rate, the college made the decision not to require the meal plans linked to the residence center contract and to close the Student Residence Center food service. The dining room is used as a study/recreation space during months of cooler weather when an air conditioning is not an issue. The college plans on air conditioning the dining hall as soon as funding becomes available.

Since the accreditation committee’s 2001 visit, the manager of the Student Residence Center has developed a long-range facility plan to ensure health and safety standards are met in the residence hall. Substantial improvements to the facilities have been made.

2011 Update: YVCC continues to be in compliance with ADA regulations and has continued, per the Facilities Master Plan, to update and replace facilities as needed.

CHAPTER ONE

STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS

a. Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2 - Authority: YVCC is authorized to operate and award degrees and certificates as approved by the State Board of Community and Technical Colleges (SBCTC) for the state of Washington. YVCC has been continuously accredited by NWCCU since 1948.

Eligibility Requirement 3 - Mission and Core Themes: YVCC's Board of Trustees, appointed by the governor of Washington State, approves and adopts the mission, core themes, and related indicators. All of the institution's resources support YVCC's educational mission and core themes.

b. Standard 1.A

1.A.1 - Mission Statement

YVCC enriches and enhances individuals and communities by delivering accessible, student-centered education.

YVCC addresses the needs of our diverse communities by providing learning opportunities in basic literacy; academic, professional, and technical education; and lifelong learning.

1.A.2 - Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

To articulate mission fulfillment, YVCC's Administrative Council and 45-member Institutional Effectiveness (IE) Team identified objectives for each core theme. Once objectives were clarified, the Office of Institutional Effectiveness (OIE) assisted with selecting quantitative and descriptive indicators from available data and literature reviews of what types of data were informative about each objective. Indicators were determined to be quantitative if the college had some direct influence over them and the ability to identify measureable baselines and targets either from already existing data or from similar data for other colleges or programs. Descriptive indicators included things YVCC needed to pay attention to and may have contributed to, but had little control over as an institution. Baseline and target conditions could be outlined for descriptive indicators, but not necessarily measured. Descriptive indicators are included as part of Standard Two.

Indicator documents were developed to track progress on quantitative indicators for each core theme. These documents identify the source(s) of information as well as the actual data itself. Baselines and targets are included. Targets were established based on past performance and, where available, benchmarks from other programs or colleges. Rolling three-year averages were used in many quantitative indicators so that data could be disaggregated by ethnicity while protecting anonymity of individuals from groups with small numbers of individuals. The use of

rolling three-year averages also enabled the college to more clearly identify major changes in indicators instead of reacting to anomalies for particular cohort years or conditions.

Descriptive indicators related to the objectives included descriptions of resources, community conditions, and/or other things that informed the college about performance on a particular objective. In some instances, descriptive indicators used quantitative data, but YVCC was not in control of activities that affected the data, so they were viewed as an indicator of something to which the college needed to pay attention.

The IE Team Core Theme groups analyzed the quantitative and descriptive indicators for each objective to determine if that objective had been met and to make recommendations for further actions related to those objectives. Additional commentary was sought via Assessment Workday, Division meetings, and interviews with leaders of various campus initiatives and programs. Summaries of core theme analyses were given to the Administrative Team to collapse into a single review of mission fulfillment and recommendations for the Board of Trustees.

1.A.3 - Interpretation of Fulfillment of the Institution’s Mission

In fall 2010, YVCC’s Board of Trustees approved the following definition of mission fulfillment:

“YVCC will strive to meet each of the objectives associated with the three core themes of Access, Success, and Community. The college will consider its mission fulfilled to an acceptable degree when at least 70% of the objectives associated with the core themes have been met.”

Table 1.A.1: Successful Objective Thresholds

Community	/7 objectives
Access	/6 objectives
Success	/7 objectives
Acceptable Threshold of Mission Fulfillment 14/20 objectives met (70%)	

c. Standard 1.B

Core Theme One: Community

YVCC embraces its role as both a provider of higher education and an employer, and actively seeks partnerships to provide opportunities for the economic, social, and cultural development of our external and internal communities.

YVCC is aware of the importance of its role in economic development, including the need to develop a workforce with a wide range of skill sets, from entry-level skills to highly technical knowledge. As one of the largest employers in the region, the college strives to ensure that its workforce is well trained and to encourage college personnel to interact with the larger community.

Table 1.B.1: Objective 1.1

Objective 1.1 – Increase the college-going culture of the service district			
Indicator Number and Title		Baseline	Target
QUANT	1.1.a Running Start enrollment	2006-07: F-322; W-309; S-284; Ave-305	Average 300/quarter
DESC	1.1.b Survey of high school personnel regarding perceptions of higher education at YVCC (Standard 2.D)	Maintain and/or improve relationships with high schools to encourage college attendance	
	1.1.c Participation in pre-college programs, activities (Standard 2.D)		
	1.1.d Percentage of high school graduating class matriculating to college (Standard 2.D)		
	1.1.e Monitor Tech Prep enrollments (Standard 2.D)		
Rationale: National research indicates that students who participate in pre-college activities during high school are much more likely to matriculate to college. Since YVCC enrolls more than 40% of area graduates who attend college, it is important for the college to be active with and aware of our up-and-coming high school cohorts. YVCC expends considerable grant and college funds, as well as staff time and expertise, on pre-college programming.			

Table 1.B.2: Objective 1.2

Objective 1.2 – Contribute to the work skills and educational levels of the YVCC community			
Indicator Number and Title		Baseline	Target
QUANT	1.2.a Number of GED testers who complete annually	2002-03: 456	500
	1.2.b Number of YVCC GED students who complete annually	2002-03: 207	215
	1.2.c CAPS GED completers	2007: 122	125
	1.2.d Number of students who earn the goal of improving Basic Literacy Skills and English language skills	2005-06: BLS - 213 ENGL - 383	BLS – 400 ENGL - 500
	1.2.e Percent of Prof/Tech students employed in their field of study nine months after graduating	2001-02: 82%	85%

	1.2.f Number of certificates/degrees awarded each yr	2004-05: 818	850
	1.2.g Number of WorkFirst students served each yr	2005-06: 768	1000
	1.2.h Worker Retraining FTE relative to annual target	2005-06: +28	+/- 2%
DESC	1.2.i Advisory boards in compliance with SBCTC and federal guidance (Standard 2.C)	Majority of advisory boards current; openings being filled	
	1.2.j Continuing enrichment courses, workshops, and activities available to the community (Standard 2.C)	Focused on technology skills and languages; activities in athletics, drama, music, faculty speakers	
Rationale: YVCC contributes future employees and better educated citizens at a variety of levels of preparation, ranging from basic skills through completion of degrees. This work is informed by the varied membership of advisory boards and committees.			

Table 1.B.3: Objective 1.3

Objective 1.3 – Support partnerships with stakeholders		
Indicator Number and Title		Baseline & Target
DESC	1.3.a Programs offered in partnership with business and community-based organizations (Standard 2.C)	Responsiveness to community interest and need; reflective of breadth of services offered
	1.3.b Articulations and agreements with other educational institutions (Standard 2.C)	Enable students to transition successfully
	1.3.c Partnerships with local, state, and federal government	Partnerships reflective of the breadth of service of the college
Rationale: Because no single institution can provide all of the services needed by students, it is vital that YVCC monitor its partnerships, their purposes, outcomes, and contributions. Community organizations provide many wrap-around services; other educational institutions offer coursework and programs for which there are few students at YVCC.		

Table 1.B.4: Objective 1.4

Objective 1.4 – Maintain YVCC’s relevance to the community		
Indicator Number and Title		Baseline & Target
DESC	1.4.a Student involvement in extracurricular activities (Standard 2.D)	ASYVCC oversees clubs; YVCC offers athletic programs, produces drama events and music programs
	1.4.b Events at which community participation is desired (Standard 2.D)	No tracking done; athletic, drama, and music events; faculty lectures; IT workshops and some continuing education courses
	1.4.c Environmental Scan reflected in the Strategic Plan (Standard 2.A)	E-scans include formal documents (EMSI) and informal, ongoing feedback from advisory boards and focus groups.
	1.4.d YVCC physical grounds enhance communities they serve (Standard 2.G)	Grounds maintenance scheduled; emphasis on safety
	1.4.e Diversity of employees (Standard 2.B)	2001 – about 90% white; diversity of professional preparation. Target: continue to diversify workforce
Rationale: YVCC must consider current services in light of how well they serve the current realities of the service district, including students, community members, and businesses.		

Table 1.B.5: Objective 1.5

Objective 1.5 – Maintain a skilled workforce as a major employer in the community			
Indicator Title and Number		Baseline	Target
QUANT	1.5.a Difference between YVCC PACE Score compared to NILIE national norm	Fall 2006: YVCC 3.53; NILIE 3.57 difference -.04	0% difference
DESC	1.5.b Vocational certification update for faculty in compliance with guidelines (Standard 2.B)	Files in WED Dean’s office; all faculty certified or in process	
	1.5.c Offering of and participation in professional development activities (Standard 2.B)	Support to attend workshops and conferences; in-house tech. training	
	1.5.d Contribution to the economic base of the community (Standard 2.B)	College income; employee base; EMSI study	
Rationale: YVCC’s internal community must be enhanced both for the provision of quality services and for participation in the broader community.			

Table 1.B.6: Objective 1.6

Objective 1.6 – Secure and be a good steward of financial resources			
Indicator Number and Title		Baseline	Target
QUANT	1.6.a Meet FTE bands	2002-03: 24% over 3,578 allocated; 4,445 actual	Meet or exceed band
DESC	1.6.b Maintain clean institutional audits (Standard 2.F)	Following accepted accounting practices; providing training for staff to manage budgets for a variety of funding sources	
	1.6.c Generate resources through rental and acquisition of facilities (Standard 2.F)	Follow established fees for use of YVCC facilities and services	
Rationale: To maintain viability for the community, YVCC must monitor current fiscal resources and grow resources for the future.			

Table 1.B.7: Objective 1.7

Objective 1.7 – Provide a safe and secure environment in which teaching and learning is enhanced		
Indicator Number and Title		Baseline & Target
DESC	1.7.a Emergency Preparedness Plan - includes Crisis Communication, Building Evacuations, and integration with other emergency personnel (Standards 2.D and 3.A)	2000 plan current Target: keep up to date with latest technological advances
	1.7.b Clery Act Annual Statistics (Standard 2.D)	Target: increase awareness (low rate of crime)
Rationale: The college tracks two primary measures of safety and security: statistics on the numbers and types of crimes or emergency events; and the effectiveness of the college at carrying out plans to address these issues.		

Core Theme Two: Access

YVCC increases access through programs and services that address diverse challenges, learning styles, goals, and schedules of students in the district.

As an “open-door” community college, YVCC encourages and supports our community members’ enrollment in educational programs, including English as a Second Language, Adult Basic Education, GED studies, professional and technical programs, transfer education, and lifelong learning. Concerted efforts are made to ensure that access is equitably available to our diverse community for all educational programs offered.

Table 1.B.8: Objective 2.1

Objective 2.1 – Increase the number of opportunities for accessing basic skills, workforce, transfer, and lifelong learning education in our geographic area		
Indicator Number and Title		Baseline & Target
DESC	2.1.a Responsive and sustainable site locations, services at each site, and locations throughout the district (Standard 2.G)	Yakima Campus; Grandview Campus; learning centers in Ellensburg, Sunnyside, and Toppenish
	2.1.b Courses by modality and mapped by degree (Standard 2.C)	Courses offered face-to-face, ITV, online, and some combinations (hybrid); coordinate with WAOL to offer courses
	2.1.c Use of Zip Code Proxy for understanding the SES of our students in the region (Standard 2.D)	In 2005-06 67% of YVCC students lived in communities whose incomes were in lowest two SES quintiles
Rationale: Access is a function of locations, modalities, and income levels. Tracking these metrics and discussing whether we are doing as well as our resources allow contributes to access.		

Table 1.B.9: Objective 2.2

Objective 2.2 – Ensure prerequisites and placement requirements provide for a reasonable likelihood of success in courses			
Indicator Number and Title		Baseline	Target
Quant	2.2.a Student self-report on Fall Survey about agreement with placement	Fall 2006: Math: 33% Engl: 51%	≥50%
DESC	2.2.b Course success by prerequisite, including English and math placement scores (Standard 2.C)	As of 2001, there were no recent reviews of prerequisite placement scores and course success.	
	2.2.c Review of program and degree prerequisites and requirements (Standard 2.C)	Two types of prerequisites exist: prerequisites for courses and prerequisites for programs. Course prerequisites include English, reading, and math abilities; program prerequisites vary.	
	2.2.d Course completion rate pathways analyses (Standard 2.C)	YVCC didn’t have the capability of running these analyses.	
Rationale: It is important to ensure that prerequisite requirements ensure more course success and are not unnecessary barriers to admission to courses or programs.			

Table 1.B.10: Objective 2.3

Objective 2.3 – Provide a variety of services to meet students’ needs, including ensuring that reasonable accommodations are made and communicated to students			
	Indicator Number and Title	Baseline	Target
DESC	2.3.a New Student Orientation participation	Fall 2006 83%	90%
	2.3.b DSS participation (Standard 2.D)	Students must provide documentation of needed accommodations; instructors notified and arrangements made via YVCC’s DSS program	
	2.3.c Utilization of library resources (Standard 2.E)	Emphasis on resources such as stacks, periodicals, and a few databases; videos and DVDs in media center	
	2.3.d Availability of computer labs for students (Standard 2.G)	YVCC offered computer labs for student use on Yakima and Grandview campuses.	
	2.3.e Access to and use of online enrollment services (Standard 2.D)	No online enrollment services were available in 2001.	
Rationale: Flexibility of enrollment services, the library, and computer labs ensures access. Support for persons with disabilities helps eliminate barriers. Increased use of technology assists with access for place and time-bound students.			

Table 1.B.11: Objective 2.4

Objective 2.4 – Increase transition rates between basic skills, developmental education, and college-level coursework			
	Indicator Number and Title	Baseline	Target
QUANT	2.4.a Increased ABE participation in transitional developmental activities	SAI 2005-06 3%	5%
		YVCC 39%	33%
	2.4.b Percentage of GED students who matriculate to college as a rolling three-year average	2001-03 23%	25%
	2.4.c Course completion rates in developmental math and English	2004-05 Math: 70.5% English: 78%	Math: 70% English 70%
2.4.d Degree completion by starting point in math	2006 cohort ABE: 9% 050: 16% 075: 11% 085: 25% 095: 45% 100+ : 38%	ABE: 11% 050: 18% 075: 13% 085: 27% 095: 47% 100+: 40%	
Rationale: The vast majority of YVCC students start college below college-level in at least one subject, and the further below college level they start, the less likely they are to persist to complete certificates and/or degrees. YVCC has set up programs to increase transition and persistence.			

Table 1.B.12: Objective 2.5

Objective 2.5 – The YVCC college-going population mirrors the demographic of the college-eligible population in the YVCC service district.			
Indicator Number and Title		Baseline	Target
QUANT	2.5.a YVCC demographic of the incoming students disaggregated and compared to community statistics each year	2009 White: 50% Hisp.: 42% Nat. Am: 3%	% at YVCC ≥ % eligible in population
	2.5.b Increase the percentage of HSI-equivalent high school graduates who enroll in college the following year	Class of 2004 41%	44% (based on HSI target of .3/year)
Rationale: There are historical trends of underrepresentation in higher education that are not seen unless data is disaggregated. As of 2006-07 when YVCC was preparing the 2007-2012 Title V grant, 10 of the 18 school districts in the YVCC service district meet HSI designation status (> 50% of students on free or reduced lunches and >25% Hispanic students). Hispanic students are much less likely to attend college, and if they do attend, are more likely to attend a two-year school.			

Table 1.B.13: Objective 2.6

Objective 2.6 – Maintain and acquire facilities and venues to support educational purposes			
Indicator Number and Title		Baseline & Target	
DESC	2.6.a Facilities meet ADA accessibility standards (Standard 2.D)	As required accommodations change, YVCC will respond accordingly; all new facilities will contain state-of-the-art accommodations.	
	2.6.b Maintenance on facilities and grounds is performed as scheduled (Standard 2.G)	Scheduled maintenance current; remodeling and new construction based on Master Plan	
	2.6.c Capital Master Plan (Standard 2.G)	Maintain a current Capital Master Plan on a five-year cycle, with annual review.	
	2.6.d Energy efficiency as measured by % of savings tracked annually (Standard 2.G)	Not tracked in 2001	
Rationale: Access is improved through the successful management of facilities.			

Core Theme Three: Success

YVCC provides learner-centered environments with a focus on its diverse students, providing a foundation for lifelong learning resulting in student achievement of educational goals through completion of courses, certificates, and degrees.

As a Hispanic–Serving Institution and an Achieving the Dream college, YVCC is very aware of the responsibility it has to students and to the community to focus on student success in their endeavors. To this end, YVCC has focused on creating a responsive and responsible environment that serves a variety of purposes and helps students meet a variety of goals.

Table 1.B.14: Objective 3.1

Objective 3.1 – Increase persistence rates for all groups and ensure that all groups persist at comparable rates			
Indicator Number and Title		Baseline	Target
QUANT	3.1.a First quarter retention rates disaggregated by ethnicity and intention as a rolling three-year average	2003-05 Overall 77%	Overall 79%
	3.1.b First year retention rates disaggregated by ethnicity and intention as a rolling three-year average	2003-05 Overall 51%	Overall 53%
Rationale: In order to succeed at college, students must persist. National and local data show that the highest drop-out rate is in the first quarter and the second-highest is from the first year to the second year. Several strategies are being employed to improve persistence.			

Table 1.B.15: Objective 3.2

Objective 3.2 – Close achievement gaps among groups in course, program, and degree completion rates			
Indicator Number and Title		Baseline	Target
QUANT	3.2.a Course completion rates with a C or better in WED and transfer programs disaggregated	2001-02 Overall - 78%	Overall - 80%
	3.2.b Degree and certificate completion within three and six years	2001-03 Overall 3 yr: 25% 6 yr: 33%	Overall 3 yr: 27% 6 yr: 35%
	3.2.c Credits attempted versus credits completed rates disaggregated as a rolling three-year average	2001-03 Overall - 70%	73%
	3.2.d Percentage of students on academic probation, suspension, or dismissal	2007-08 13%	12%
	3.2.e Student success by modality (eLearning)	2007-08 Overall 6% higher face-to-face	No difference
Rationale: A component of persistence is successful course completion. Course completion rates are also indicative of potential probation and suspension rates that impact financial aid. The college should see similar rates of success regardless of modality of instruction. Three and six-year degree completion			

rates are realistic given the high percentage of students who start below college level and the high percentage attending part-time.

Table 1.B.16: Objective 3.3

Objective 3.3 – Increase skill level gains for Basic Skills students			
Indicator Number and Title		Baseline	Target
QUANT	3.3.a Percentage of students making ABE Federal Level Gains on the CASAS [®] examination	2004-05 19%	30%
	3.3.b Percentage of students making ESL Federal Level Gains on the CASAS [®] examination	2004-05 34%	35%
Rationale: CASAS results are used to measure learning gains in Basic Skills and funding is linked to improvement. In national studies, improvements in CASAS levels have been demonstrated to correlate with overall skill improvement.			

Table 1.B.17: Objective 3.4

Objective 3.4 – Increase percentage of students who successfully complete quantitative degree requirements in any given year			
Indicator Number and Title		Baseline	Target
QUANT	3.4.a Completion of quantitative requirements within three years	Fall 2005 cohort 35%	40%
DESC	3.4.b Pathway analysis for quantitative requirements (Standard 2.C)	The emphasis has been on English and reading competency as predictive of course, program, and degree success.	
Rationale: The number one correlate of degree completion is completion of quantitative coursework. YVCC is implementing several strategies to try and increase the percentage of students who are successful.			

Table 1.B.18: Objective 3.5

Objective 3.5 – Confirm students’ perception that YVCC is assisting them in meeting their goals			
Indicator Number and Title		Baseline	Target
QUANT	3.5.a Annual Fall Survey data on perception of relevance of courses to goals and assistance with reaching goals	Fall 2006 85%	90%
DESC	3.5.b. Focus groups and other related surveys about student perception (Standard 2.C)	There is no overall means of gathering this information. Divisions handle this differently. Basic Skills interviews all incoming students at the beginning of their program and quarterly; WED programs advise and interview students to ensure accurate coding for programs of study; Arts and Sciences/Transfer programs rely on admission information and advising for degree intent.	

Rationale: Research demonstrates that students who see a strong connection between their goals and their coursework are much more likely to persist and to complete degrees even if they switch intentions as they progress in their educations.

Table 1.B.19: Objective 3.6

Objective 3.6 – Students will successfully complete courses required to demonstrate competence in the appropriate learning outcomes.		
Indicator Number and Title		Baseline & Target
DESC	3.6.a Arts and Sciences Abilities Outcomes (Standard 2.C)	Eight abilities adopted, but not tracked; develop a means of tracking actual performance on abilities
	3.6.b Program/department self-studies (Standard 2.C)	All programs submit self-studies annually in a variety of formats.
	3.6.c Professional/technical competency assessments and skill standards (Standard 2.C)	WED programs are responsible for updating assessments in line with industry standards and new practices.
<p>Rationale: The Arts and Science Division is focused on abilities needed for transfer success and conducts in-depth analyses of student performance. Departments are asked to set goals related to course completion and to document the learning outcomes from these courses. Professional/technical programs collect a wealth of data about student performance.</p>		

Table 1.B.20: Objective 3.7

Objective 3.7 – Provide opportunities to enhance student learning			
Indicator Number and Title		Baseline	Target
QUANT	3.7.a Student survey data on perceptions of support	Fall 2006 89%	90%
	3.7.b Utilization of the library (Standard 2.E)	Aging library facilities retrofitted to accommodate computers; need to update facility on Capital Plan	
DESC	3.7.c Use of academic support services tracked on Tutor Trac (Standard 2.D)	Math, Writing, and Tutoring centers sporadically using Tutor Trac; most services delivered on-on-one; minimal hours of service; programs supported by SSS and Title V grants; computer lab use tracked via log-in	
<p>Rationale: National data indicates that students benefit from a variety of support services and that students who utilize these services have higher persistence and completion rates than students who do not. This is especially true for non-traditional students.</p>			

CHAPTER TWO

STANDARD TWO: RESOURCES AND CAPACITY

a. Executive Summaries for Eligibility Requirements for 4-21

Eligibility Requirement 4 - Operational Focus and Independence: YVCC operates under the authority of the Community and Technical College Act of 1991 (RCW 28B.50). The CTC act of 1991 establishes the State Board for Community and Technical Colleges, which distributes state and federal funds to the community college districts, approves applications for professional-technical programs, and sets guidelines for disbursement of capital funds. Yakima Valley Community College operates within these system guidelines, under the policy leadership of a Board of Trustees, appointed by the Governor, and confirmed by the State Senate. Under this authority, YVCC independently establishes and manages its programs and services and operates as a public institution of higher education predominantly focused on transfer programs, workforce programs, basic skills and developmental education. Additionally, YVCC offers student support services and college outreach programs to enable prospective students to be better prepared for higher education.

Eligibility Requirement 5 - Non-Discrimination: Yakima Valley Community College is an Equal Opportunity Employer and operates under an Affirmative Action Plan in accordance with applicable federal and state laws and regulations. Yakima Valley Community College reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation and/or gender identity, age, marital status, disability (including the use of a specially trained guide dog or other service animal), honorably discharged veteran or military status, status as a disabled veteran, Vietnam era veteran, or the right of a mother to breastfeed her child.

This policy applies to all programs and facilities, including, but not limited to, admissions, educational programs and employment. Coordination of institutional compliance efforts with regard to equal opportunity and non-discrimination policies has been assigned to the Director of Human Resource Services.

Eligibility Requirement 6 - Institutional Integrity: YVCC adheres to the highest ethical standards for all operations and relationships, and to the rules and regulations administered by the Washington State Ethics Board. As standards of ethical excellence are discovered, they are critically reviewed and if appropriate incorporated into YVCC policies and procedures related to personnel, students, and administrative responsibilities. The college publishes its policies and procedures. YVCC invites external agencies and organizations to train employees regarding ethical standards and to comment without reservation regarding means by which YVCC can proactively promote ethical behavior and enforce high standards of conduct.

Eligibility Requirement 7 - Governing Board: YVCC has a five-person Board of Trustees which is appointed by the Governor and approved by the Washington State Senate for terms of five years each. Trustees may serve up to two terms subject to approval of the Governor and the Senate. The Board of Trustees carries out its governance authority and duties as described in

Washington state law and its constitution and by-laws. The Board functions as a body of the whole and represents the entire district. All board actions are executed in public meetings.

Eligibility Requirement 8 - Chief Executive Officer: The Chief Executive Officer is Dr. Linda Kaminski. Dr. Kaminski is the 16th president of the college and has served as YVCC president since August 1, 1995. Dr. Kaminski was selected through a one-year national search which involved the Board of Trustees, faculty, staff, students, and community members. The college president reports to the Board of Trustees which evaluates her performance annually.

Eligibility Requirement 9 - Administration: YVCC has an administrative structure that is efficient, qualified, and supports the educational programs, support services, and environment that enable students to succeed. There are two vice presidents who report to the president and oversee most activities at the college: the Vice President for Instruction and Student Services and the Vice President for Administrative Services. The Coordinator for Community Relations and Director of Human Resources also report to the president. Reporting to the VP for Instruction and Student Services are three instructional deans, the Dean for Grandview Campus, the Dean for Student Services, the Director of Library Services, the Director of the Office for Institutional Effectiveness, the Director of Multicultural Services, the ELearning Coordinator, the Curriculum and Instructional Affairs Manager, and the Director for Technology Services. Reporting to the VP for Administration are the Director of Facility Operations, the Director of Budget Services, the Director of Accounting Services, and the Purchasing Manager. Each Director has administrative and exempt staff to manage various departments within their area of responsibility. All administrators are hired through an open, competitive process, meet the specific requirements for their positions and are evaluated annually by their respective supervisor.

Eligibility Requirement 10 - Faculty: Yakima Valley Community College employs qualified faculty members in each instructional program, sufficient in number and quality to maintain class capacities and to ensure the continuity of the academic programs, providing faculty expertise in curriculum development and assessment of teaching and learning. Since 2001, the college has successfully lowered the student/faculty ratio to more closely approximate the average for the Washington state community and technical college system, but in 2009-10 the average YVCC classroom averages two more students per section than the SBCTC average. During the spring 2010 term, the college employed 118 full-time faculty members and 187 part-time faculty members.

Faculty members are responsible for curriculum development and oversight of academic policies through the divisional curriculum committees. Their curriculum proposals, which are coordinated through the Office of the Vice President for Instruction and Student Services, are subject to final approval by the President. Class capacities vary and are addressed in course outlines and recommended by the divisional curriculum committees to the President who makes final determinations.

The qualifications for faculty members set forth in the collective bargaining agreement between the college and the AFT-Yakima, and ensure the integrity of the academic programs of the college. Departmental faculty members and instructional administrators review the credentials

of full-time and part-time faculty members, and the performance of faculty members is evaluated on a five-year cycle. Full-time faculty hired into tenure-track positions follow the tenure evaluation process outlined in Article 12. This three-year process includes self, peer, and supervisor evaluation with annual reports submitted to the Board of Trustees. Once tenure has been awarded, faculty members are placed on a five-year evaluation cycle.

Eligibility Requirement 11 - Educational Programs: In addition to the Basic Skills instructional programs which address adult pre-college learning needs and can lead to completion of the GED, Yakima Valley Community College offers instructional programs through the Arts and Sciences and Workforce Education Divisions. Arts and Sciences Division programs prepare students to transfer to baccalaureate institutions or to fulfill prerequisites to enter professional/technical programs. The Workforce Education Division maintains 24 professional and technical programs offering 44 Associate of Applied Science degrees as well as the Associate Degree Nursing. Each professional and technical degree delivers content from recognized fields of professional practice supported by industry-based advisory committees.

The college offers seven transfer degrees, including the Associate in Arts; the Associate in Arts – Science Option; the Associate in Science Transfer Track 1 (biology, biochemistry, chemistry, geology) and Track 2 (engineering, computer science, and physics); the Associate in Business Transfer; the Associate of Applied Science Agribusiness; and the Associate of Applied Science Early Childhood Education. The Associate in Arts, Associate in Science Transfer and Associate in Business Transfer degrees are accepted by member institutions of the Inter-College Relations Commission. The two Associate of Applied Science Transfer degrees are articulated to selected Washington State public baccalaureate institutions.

Eligibility Requirement 12 - General Education and Related Instruction: The transfer degrees of the college require courses that develop competence in written and oral communication, quantitative reasoning, and critical analysis necessary for college-level studies. Additionally, the transfer degrees require a breadth of related study in the distribution areas of Natural Sciences, Humanities, and Social Sciences, introducing students to the content and methodology of the major areas of knowledge. All applied degrees and certifications requiring at least 45 credits include required courses fulfilling general education requirements in the areas of computation, communication, and human relations.

Eligibility Requirement 13 - Library and Information Services: The Library and Media Center offer resources and services to YVCC students and faculty in order to meet the needs of college programs. In most cases, the librarians share in the responsibility for material selection for all disciplines, working with discipline faculty to purchase appropriate materials for research assignments and in support of the curriculum.

The library provides reference and instructional services to enable faculty, staff, and students to access library resources and services both in person and remotely, including a website providing remote access to databases, online catalog, and peer-reviewed, course-related websites. The website also contains information about the library, including hours of operation, procedures and services. The library offers *Question Point*, a reference service that provides 24/7 access to a collaborative worldwide network of reference librarians.

The library develops and integrates resources in a variety of formats, utilizing technologies that provide broad access to information in support of the curriculum of the college. Faculty, staff, and students are able to access Media Center videos and DVDs (including HD) from any college-networked computer, including those located in the library, six individual library study rooms, classrooms, tutoring centers, offices, and computers at the Grandview Campus. The library website links to the *Wayfinder* part of the Washington State Library (Library Services and Technology Act [LSTA] funds) that funded internet access to the library collections of 250 Washington libraries and hundreds of other libraries throughout the world (an OCLC product).

Eligibility Requirement 14 - Physical and Technological Infrastructure: The college maintains and regularly updates facilities master plans for the Yakima and Grandview campuses that in turn guide the Ten-Year Capital Program. During the period of this study, the capital program focused on the replacement of inadequate classroom buildings, the building of a library on the Grandview campus, and the acquisition of property for future expansion. As this report documents, since 2001, the college has realized significant success in expansion and updating of facilities, in accordance with this plan. Additionally, the plan provides clear goals for the future enhancement of college facilities.

Annual technical infrastructure planning gathers input from constituencies as well as technical staff, enabling the college to prioritize infrastructure upgrades to existing facilities and programs. Additionally, technical staff, faculty, and other college staff consult with architects and engineers in the building design stages, to ensure that new or remodeled facilities will include appropriate and updated instructional and student services technology.

Since 2001, the college has updated administrative, instructional and student computing hardware and software. These investments enable college personnel to deliver services to students and faculty, regardless of mode of delivery or location. This includes computer labs and learning centers for students, digital delivery of instructional materials to multimedia-equipped classrooms, a large inventory of Interactive Television-equipped classrooms, and secure wireless network for use by students, faculty and staff on both campuses. Student computing equipment is replaced in a three-year cycle, and administrative equipment is replaced on a five-year cycle, pending budget resources.

Eligibility Requirement 15 - Academic Freedom: The college maintains consistent policies that support an atmosphere of intellectual freedom. These include a Board of Trustees constitution and by-laws statement endorsing academic freedom, as well as Article 8.24 of the AFT-Y Collective Bargaining Agreement.

Eligibility Requirement 16 - Admissions: The admission process is established by the State of Washington (RCW 28B.50.020) and is governed by the State Board for Community and Technical Colleges (RCW 28B.50.050). As a comprehensive community college, YVCC admits any age eligible person who can benefit from the instructional programs of the college. This policy is published in the college catalog and on the college web site.

Eligibility Requirement 17 - Public Information: The Coordinator for Community Relations has a two-person staff and is primarily responsible for public information within and external to the college. The Coordinator for Community Relations oversees the development and distribution of college publications, marketing, media requests, community events, and the college web site. The Executive Assistant to the President is responsible for responding to all public record requests. The community relations staff and the Executive Assistant to the President were hired through an open competitive process and meet all of the required qualifications and experience for their positions.

Eligibility Requirement 18 - Financial Resources: Maintaining adequate reserve balances is critical to the sustainability of operations of any organization. YVCC maintains adequate reserves to insure the continued operations of the college. Because the college has a long-term reserve practice, YVCC was able to handle a 2008 mid-year reduction in state funding necessitated by economic downturn within the state. Reserve funds covered these immediate reductions, which allowed for the college to systematically plan for further anticipated reductions. The college has a board policy for both reserve balances and investments.

Eligibility Requirement 19 - Financial Accountability: YVCC is committed to excellence in reporting of its financial information. The college undergoes a biannual accountability audit by the Washington State Auditor's Office (SAO), with the last audit having been conducted for the period of July 1, 2006 through June 30, 2008 in 2009. Audit entrance and exit conferences are attended by at least one member of the board, the college executive team and the director of accounting. YVCC is proud of the fact that it has had no audit findings for the past 12 years. On an annual basis, the SBCTC conducts an on-site "Operations Review" to ensure consistency in record keeping and reporting; adherence to SBCTC policies and guidelines; and compliance with state and federal laws, regulations, and grant provisions. Recommendations received from SBCTC or the SAO as a result of an audit are reviewed and incorporated into the colleges operating procedures to ensure compliance with program requirement and are the used to demonstrate the colleges commitment to excellence.

Eligibility Requirement 20 - Disclosure: The college appointed the Vice President for Instruction and Student Services as the Accreditation Liaison Officer (ALO). The ALO is responsible for the annual reports to the Commission, as well as the institutional self-study. These documents accurately represent the performance of the institution and enable the Commission to carry out its evaluation and accreditation functions.

Eligibility Requirement 21 - Relationship with Accreditation Commission: The college accepts and agrees to comply with the standards and policies of the Commission. The college represents in its publications the relationship between the college and the Commission, including the publishing of recent evaluations by the Commission, and invites the public to comment as appropriate concerning that relationship.

b. Sections 2.A.1-3: Governance

2.A.1 - Effective System of Governance

Yakima Valley Community College (YVCC) has a well-established system of governance in which the Board of Trustees, administration, staff, faculty, and students participate through defined roles and responsibilities. The Board of Trustees sets policy for YVCC and delegates administrative authority to the President. The President's Executive Committee is the administrative leadership team, comprised of the President and Vice President of Administrative Services and the Vice President of Instruction and Student Services. The Administrative Council includes the President, vice presidents, deans, the Manager of Community Relations; and the directors of technology, library and media services, facilities operations, accounting services, and budget. This council meets twice monthly and makes decisions that support the effective operation of the institution.

YVCC is part of Washington State's system for community and technical colleges, known as the State Board for Community and Technical Colleges (SBCTC). The SBCTC sets policy and direction for the 34 institutions within the system. The Board of Trustees and the SBCTC are governed by [RCW 28B.50](#), the Community and Technical College Act of 1991, which established the authority of the Washington State Board for Community and Technical Colleges and the local Board of Trustees. The SBCTC determines the method of allocating state funds, approves property acquisitions, and sets tuition rates for the system. It also develops the overarching vision and priorities of the entire community college system. The specific responsibilities of the SBCTC include the following: review a single budget for the support of the state system; disburse funds to the community and technical college districts; ensure each college district offers specified educational, training, and service programs, and maintains an open-door policy; administer criteria for establishment of new colleges and modification of district boundary lines; establish minimum standards for operation of the community and technical colleges.

2.A.2 - Clearly Delineated Authority, Policies, and Procedures

The overarching system of governance for the community and technical colleges is clearly defined in state statute (RCW and WAC), which directs each college to be governed by a local Board of Trustees. These boards set the parameters by which their local institutions operate, including the relative autonomy of the administration for day-to-day operation.

YVCC clearly understands the division of authority and responsibility between the system and the institution. Similar to other community colleges in the state, Yakima Valley Community College is controlled by a five-member local Board of Trustees appointed by the Governor and confirmed by the Washington State Senate. The makeup of the Board of Trustees represents differences across local geographic areas, professions, genders, and ethnicities. [RCW 28B.50.140](#) of the Community College Act of 1991 assigns specific responsibilities to the Board of Trustees, including the following: operate colleges; create education and training programs; employ presidents for each college; establish new facilities; maintain self-supporting facilities such as bookstores, food service and dormitories; receive gifts; make rules for pedestrian and vehicular traffic, prescribe with the assistance of the faculty the courses of study; grant degrees; enforce rules and regulations; grant tenure, and offer educational services on a contractual basis.

2.A.3 - Compliance with Commission’s Standards

The Board of Trustees, faculty, and staff monitor compliance with the commission standards relative to internal and external challenges facing the institution. The President reviews and communicates legislative actions that impact or could impact the college’s mission and/or operations and the potential impact on compliance with NWCCU Standards. In addition, any external mandates are reviewed to determine alignment with the Standards. For example, changes in funding may necessitate revisions in course offerings and/or focus of the college that may restructure the core themes and relative budget allocations.

Collective bargaining agreements for both faculty¹ and staff² reflect acceptable NWCCU practices related to hiring and evaluating staff and curriculum. For example, the Faculty Agreement language on full-time faculty evaluation reflects Standard 2.B.5. Whenever contracts are renegotiated, Standards are reviewed to ensure alignment of YVCC practices with accreditation requirements.

Sections 2.A.4-8: Governing Board

2.A.4 - Functioning Governing Board

The Board of Trustees is responsible for establishing, reviewing, and revising the college’s mission, goals, and policies to ensure the integrity of the college. Duties, responsibilities, and operational policies and procedures are outlined in the YVCC Board of Trustees constitution³ and bylaws and in RCW 28B.50. In addition, the ethical requirements of the Board are described in the Public Ethics Laws of Washington. The bylaws, adopted by the Board of Trustees on June 17, 1967 and revised in 1999, 2000, and 2007, further define the Board’s responsibilities, including the terms and selection of officers.

The Board of Trustees is comprised of five members appointed by the Governor for five-year, renewable terms. No member of the Board has a contractual, employment, or financial interest in the institution. The tables below list the members and their terms, occupations, and communities since 2001.

Table 2.A.1: Current YVCC Board of Trustees, 2010

Trustee	Term	Occupation	Community
James Carvo	02/2003-09/2010	Laborer’s Union Official (retired)	Selah
Paul McDonald	01/2005-09/2014	Orchardist	Wapato
Robert Ozuna	06/2010-09/2013	Education Grant Writer and Consultant	Sunnyside
Lisa Parker	12/2003-09/2011	K-12 Music Teacher	Zillah/Wapato
Patricia Whitefoot	08/2004-09/2012	K-12 Native American Education Specialist	White Swan/ Toppenish

Table 2.A.2: Past Board of Trustee Membership, Since 2001

Trustee	Term	Occupation	Community
Ricardo Garcia	4/1993-12/2003	Public Radio	Granger
San Juana Gonzalez	04/2000-12/2004	Banking	Sunnyside/Yakima
Ann Miller	04/1994-12/2003	Community Volunteer	Yakima
Velma Perez	12/2003-02/2005	Insurance Sales	Yakima
Douglas Peters	12/1995-2/2003	Attorney	Selah
Larry Sanchez	03/2005-04/2009	Employment Security	Yakima
Elmer Ward	02/1998-1/2004	Attorney	Yakima

The Board is convened monthly unless it is agreed upon not to meet and there is a month's notice. Board meetings include a general public meeting and executive and/or study sessions as needed. Executive sessions are privately held for the purpose of personnel, confidential, and legal matters. Study sessions are open to the public and provide opportunities outside of the regular business meeting to further understand a topic in preparation of future Board actions. All meetings are announced in accordance with state regulations. The Board also participates in state meetings and legislative conferences sponsored by its state organization, the Trustees Association of Community and Technical Colleges (TACTC).

2.A.5 - Committee of the Whole

The Board of Trustees Constitution Article VI "Committees" (Section A) states, "The Board of Trustees shall act as a committee of the whole for the conduct of its business." This is reinforced at the orientation for new trustees and has been consistently practiced by board members.

2.A.6 - Institutional Policies

Between 2001 and 2011, the Board oversaw a number of actions related to the college mission and institutional policies. The college mission was formally updated in 2001, 2007, and 2008 and was reapproved in 2010 as part of the new institutional strategic plan. Goals and priorities have been reviewed annually since 2001. Overall, 35 changes to institutional policies were enacted⁴. The Board regularly updates college policies (i.e., Affirmative Action, sexual harassment, information technology security, etc). All Board policies and procedures are published on the YVCC Intranet. Beginning in 2008, the Board was informed of, and helped the college adopt, a new iteration of its mission and goals into core themes and objectives. The Board approved the three core themes for the college in March 2010 and began a review of the core theme indicators at their annual summer retreat (which will continue to be an agenda item for every annual retreat). The Institutional Strategic Plan is done on a five-year cycle at YVCC. The Board approved strategic plans in 2005⁵ and 2010⁶, with annual updates.

2.A.7 - Selection and Evaluation of CEO

The Board of Trustees appoints and annually evaluates (each September) the President of the college. Since 1995, the President has served under a series of three-year contracts. Board motions 08-04-01 and 08-04-02 delegated authority to the college President except for approval of budgets and fees, tenure, sabbatical leaves, faculty renewals, and contracts in excess of \$100,000. Article IV of the Board of Trustees' constitution designates the President as the Board secretary.

2.A.8 - Board Evaluation

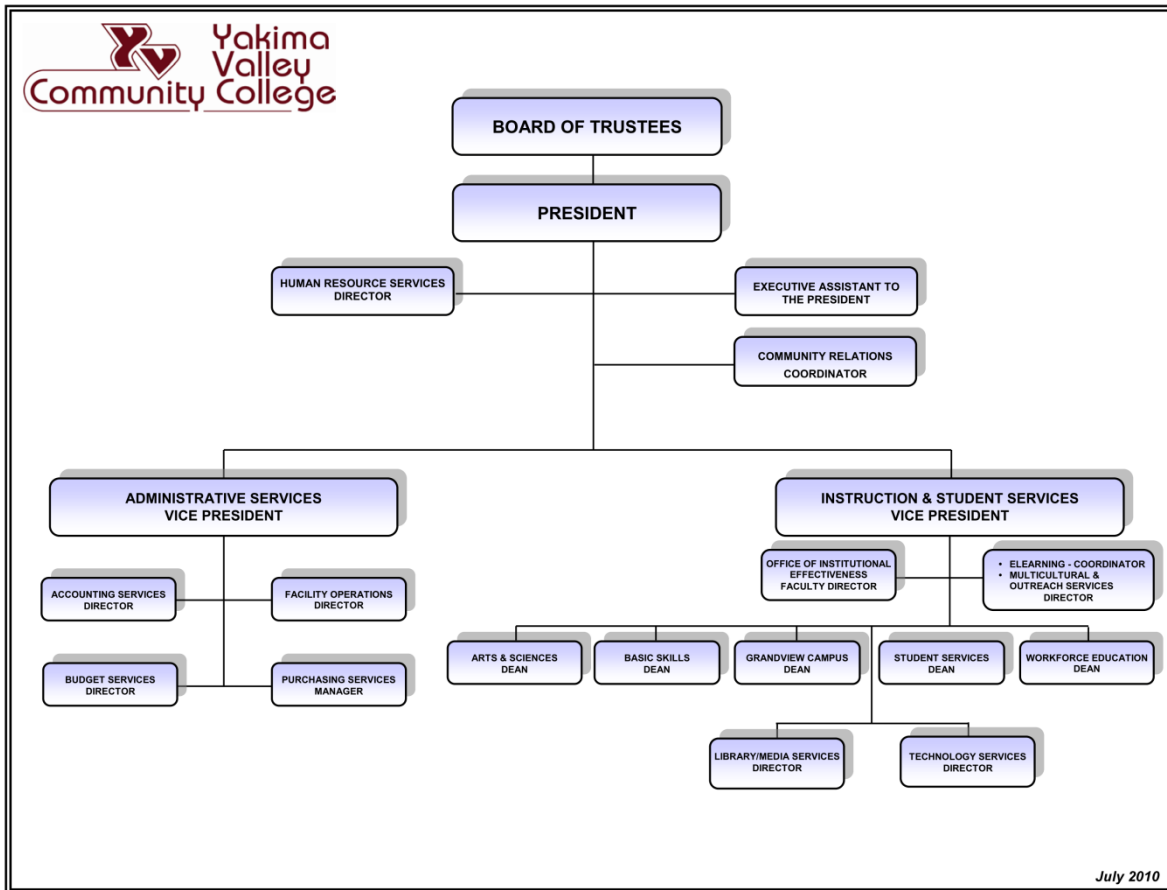
The Board holds an annual retreat during which they undertake more in-depth discussion of issues and review the institutional goals for the previous year and the upcoming year. This time is also designated for updating its constitution and bylaws. The Board schedules time during this retreat to evaluate its performance and accomplishments as a Board.

Section 2.A.9-11: Leadership and Management

2.A.9 - Effective Leadership System

The current leadership and management of YVCC are organized under the top leadership of the Executive Council, consisting of the President, Vice President of Instruction and Student Services, and Vice President of Administrative Services. Secondary leadership under the Executive Council consists of deans and directors. Together, the Executive Council and secondary leadership are responsible for managing the institution and assessing its effectiveness. The processes by which this is carried out are described in Chapter Three of this report. Figure 2.A.1 below presents the YVCC administrative structure:

Figure 2.A.1: YVCC Administrative Structure



July 2010

Over the past ten years, this organizational structure has changed slightly in response to growing needs within the scope of the institutional mission. Since our 2006 interim visit, YVCC has added a Basic Skills Division separate from the Workforce Education Division and an Office of Institutional Effectiveness. In 2001, the Basic Skills Division was part of the Professional and Career Education (PACE) Division, which later became known as the Workforce Education Division (WED). In 2007, the Basic Skills Division was separated into its own instructional division, including the ABE, GED, ESL, Worker Retraining, and WorkFirst programs. This action was in response to the significant growth of the division, and ensured that the interests of the Basic Skills students, faculty, and staff receive the visibility and attention from administration that reflects their importance to the mission of the college.

The Office of Institutional Effectiveness was established in 2007 as an outgrowth of the college's participation in the Achieving the Dream Initiative. This office coordinates the research and reporting functions of the college and contributes to program, grant, and accreditation evaluation efforts.

2.A.10 - Chief Executive Officer Qualifications

The current President, Dr. Linda Kaminski, has been in the position since 1995. The President serves as chief executive officer of the college and ensures accountability to the college's mission. The President is also a visible and influential member of the community and a vigorous advocate for the college in the local community, in the state, and nationally.

The President provides leadership in:

- Managing all aspects of the institution.
- Approving curricula.
- Developing and managing human and financial resources to achieve the college mission.
- Cultivating financial resources and managing the college's operating and capital budgets.
- Ensuring accountability and institutional effectiveness in every area of the college.
- Fostering an educational environment that nurtures learning and focuses on mutual respect of all staff and students.
- Assessing the needs of the community and promoting educational opportunities to meet those needs.
- Promoting the college as a vehicle for economic development within the community.
- Collaborating with the common schools, other colleges and universities, businesses, and non-profit agencies to maximize resources and provide unduplicated educational opportunity to students.
- Motivating faculty and staff to work together toward meeting the college's goals and mission and recognizing their accomplishments.
- Nurturing a culture of evidence to inform decision making and resource allocation.
- Ensuring that all college policies and procedures are followed.
- Engaging the Board of Trustees, community, staff, and students in developing the college's vision for the future and ensuring that efforts and resources are appropriately allocated to focus on the vision.

2.A.11 - Administrators' Qualifications

College administrators and staff meet all qualifications and have the appropriate levels of responsibility to assess institutional success and effectively manage the college, and accountability to effectively carry out the policies of the Board. Administrative duties and responsibilities are clearly outlined in position descriptions as well as the policies and procedures manual.

YVCC employs a sufficient number of qualified administrators (see Table 2.5 below) Through the structures of the Executive Council, Administrative Council, Vice President's Team, and Dean's Cabinet, administrators are able to collaborate on numerous levels to achieve the objectives outlined by the core themes. It is this same group of administrators that regularly assesses and evaluates the outcomes of the core themes (2.A.11).

Table 2.A.3: Sufficient and Qualified Administrators

Title	Name	Qualifications
President	Linda Kaminski	EdD, William & Mary College (1979) 31 years higher education administration 7 years teaching experience
Instruction and Student Services Vice President	Tomás Ybarra	MPA, Evergreen State College (1985) 36 years higher education administration 5 years teaching experience
Administrative Services Vice President	Teresa Holland	PhD, ABD, Oregon State University (2012) MPA, Central Washington University (2003) 11 years higher education administration 1 year teaching experience 23+ industry experience
Arts and Sciences Dean: Interim	Kerrie Abb	MEd, Heritage University (2000) 5 years higher education administration
Basic Skills Dean		8 years teaching experience
Grandview Campus Dean	Bryce Humpherys	MA, Utah State University (1998) 8 years higher education administration 6 years teaching experience
Student Services Dean	Leslie Blackaby	MS, Central Washington University (2004) 22 years higher education administration
Workforce Education Dean	Paulette Lopez	MS, Purdue University (1998) 6 years in higher education administration 12 years teaching experience
Accounting Services Director	Clarissa Wolfe	AA, Yakima Valley Community College (2004) 1 year of higher education administration 17 years in higher education
Budget Services Director	Judy Morehead	AA, AD, YVCC (1994) 7 years in higher education administration
Community Relations Coordinator	Nicole Hopkins	BA, Seattle University (1999) 7 years in higher education administration
Executive Assistant to the President	Suzy West	Legal Secretary Certificate, Yakima Business College (1972) 39 years in higher education
Facility Operations Director	Jeff Wood	Technical Certification, Journeyman Electrician 21 years in higher education 20+years industry experience

Human Resources Director	Mark Rogstad	MS, Central Washington University (2002) 13 years in higher education administration
Library/Media Services Director	Joan Weber	MA, University of Denver (1977) 21 years in higher education administration 11 years teaching experience
Office of Institutional Effectiveness Faculty Director	Wilma Dulin	MS, Central Washington University (1992) 8 years in higher education administration 30 years teaching experience
Purchasing Services Manager	Claudia Hoffbauer	9 years in higher education administration 36 years in higher education
Technology Services Director	Scott Towsley	BA, Wayland Baptist University (1998) 4 years in higher education administration 7 years industry experience 20 years military service

In order to ensure a qualified administrative team, a system of regular evaluation has been established as outlined in Section 2.B of this document.

Policies and Procedures (Academics, Students, Human Resources, Institutional Integrity, Academic Freedom, and Finance):

Sections 2.A.12-14: Academics

2.A.12 - Academic Policies Awareness

Academic policies related to teaching, service, scholarship, research, and artistic creation are communicated in a variety of ways to different constituents. All policies are available on the YVCC Intranet under Policies and Procedures. Academic policies for students are published in the college catalog⁷ which includes the Students Code of Rights and Responsibilities. Students are made aware of the documents through new student orientation and ASYVCC communications. Instructor syllabi include YVCC's policies for compliance with the American with Disabilities Act, policies related to plagiarism, and policies related to grading.

For faculty and administrators, academic policies are predominately represented in the collective bargaining agreements. Faculty and administrators are made aware of these policies through faculty meetings, contract negotiations, email updates, and all-campus meetings such as Convocation. YVCC has developed academic policies related to research and artistic creation that align with current ethics laws.

2.A.13 - Library and Information Resources Policies

Policies regarding access to and use of library and information resources are published on the library's website (<http://yvcclibrary.us/>), with hard copies available in the library. In addition, the Student Code and YVCC's Policies and Procedures also speak to the use of the library. All library staff are trained on this protocol, and students are required to have identification cards to use the facility's materials.

2.A.14 - Credit Transfer Policies

YVCC adheres to the Inter-College Relations Commission ([ICRC](#)) guidelines⁸ related to transfer of credit and Direct Transfer Agreements as established by the State of Washington. In addition,

the YVCC website includes transfer information, both into and from YVCC, and links for university transfer. YVCC has negotiated specific transfer agreements with other institutions of higher education as appropriate⁹. These are communicated through the college catalog and advising worksheets.

Since 2006, the college has worked with SBCTC to participate in [Common Course Numbering](#) to facilitate ease of transfer within the State of Washington.

Sections 2.A.15-17: Students

2.A.15 - Student Rights and Responsibilities Policies

YVCC publishes the [Code of Student Rights and Responsibilities](#) (WAC 132P-33) and makes it available to all new students through the dissemination of the student planner and on the YVCC website. The Code of Students Rights and Responsibilities maintains all the policies associated with academic honesty, appeals, and grievances. The Code is reviewed periodically for updates and edits. Institutional policies and procedures are shared with students with the assistance of the Student Life Office.

In compliance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973, YVCC is committed to providing reasonable accommodation, including core services, for qualified students with disabilities. The Office of Disability Support Services maintains a comprehensive policy that identifies the rights and responsibilities of students under the ADA and establishes clear guidelines for seeking and receiving reasonable accommodations. The current policy is available in Student Services offices on both the Yakima and Grandview campuses and on the college's website.

2.A.16 - Admission and Placement Policies

Like the other community colleges in the state and as described in full in WAC 132P-160, YVCC is required to maintain an open-door, non-discriminatory admission policy [RCW 28B.50.020 (1)] and grants admission to applicants who are over 18 years of age and who have the ability to benefit from the programs and services of the college. Applicants who do not meet this age requirement are encouraged to petition through the Registrar's Office. The college catalog and YVCC website provide the particular requirements for admission to the college as well as for specialty groups (i.e. Running Start, English as a Second Language, etc.).

The college recognizes that student success requires a clear educational goal, careful course selection, and a substantial commitment of student time and effort. In support of student success, the college provides programs and services to assist students with their educational choices and their learning processes. The college has the additional obligation to support and require academic progress for enrolled students. This is essential both for the well being of the student and for the responsible management of public higher education resources.

The policies and procedures for admission and placement are different for Basic Skills, degree/certificate seeking students, and some professional/technical programs.

Admission and placement for adult basic education programs begins with CASAS placement assessment and advising appointments with faculty. The CASAS examination is required for state and federal funding. It measures a student's speaking, reading, writing, and computational skills for placement into ESL and/or ABE courses. Additionally, students may take GED placement examinations if they score high enough on the CASAS examination. Student advising appointments are conducted to evaluate appropriate course placement based on CASAS scores and individual goals.

Degree and certificate-seeking students are required to complete the COMPASS[®] assessment examination in Writing, Reading, and Mathematics. Exceptions are allowable for students who provide evidence of their proficiency levels based upon transcribed courses from prior institutions or acceptable scores on a prior learning assessment, such as an Advance Placement, DSST (formerly known as DANTEs), International Baccalaureate Diploma, or CLEP examination. These examinations evaluate a student's prerequisite knowledge and skills for placement into and/or transcription of equivalency to college credit classes. Cutoff scores for the COMPASS[®] examination are determined by the administration in consultation with the faculty, and in consultation with ACT. The cut off scores are shared with the Counseling, Admission, Advising, and Running Start Offices and personnel for use in advising and placement via the Compass Placement Registration Guide¹⁰. This information is also available on the college's website.

Upon completion of the COMPASS[®] examination, students are provided their scores and are encouraged to make an appointment for their mandatory orientation. All first-time college students are scheduled for new student orientation and registration prior to starting their first enrolled quarter. Transfer students new to YVCC with 30 or more college credits are allowed to register without an orientation appointment.

Policies and procedures for admission of former students and part-time students are included in the college catalog and website. Students who have not attended YVCC for the preceding four quarters are required to reapply for admission to the college. Students who enroll in less than 10 credits are required to follow the general admission guidelines. Certain professional/technical programs in the Workforce Education Division have additional admission requirements. These programs (Allied Health, Dental Assisting, Dental Hygiene, Medical Assisting, Medical Billing and Coding, Nursing, Phlebotomy, Pharmacy Technology, Radiologic Sciences, Surgical Technology, and Veterinary Technology) require that students meet the application deadlines and entrance requirements prescribed by the respective program. These requirements are available through program handbooks and on the college's website¹¹.

YVCC's Academic Progress policies, including probation, suspension and readmission, are published in the college catalog, and are incorporated into Financial Aid procedures.

2.A.17 - Co-Curricular Activities Policies

Students at YVCC are provided with numerous opportunities for co-curricular activities. YVCC complies with Revised Code of Washington (RCW) sections that pertain to student service and activities (S&A) fees used to support student activities and programming. The Student Life Office creates, clarifies, and updates materials to aid student clubs and programs.

The Associated Students of YVCC (ASYVCC) elects the student leadership team (ASYVCC Officers) for student life on campus. There are three elected and four hired positions within the leadership team. The team speaks for students on campus policies and procedures; initiates and coordinates programs and activities; and it coordinates disbursement of student program funds. ASYVCC officers provide leadership to the Services and Activities Fee Budget Committee, which is charged with recommending to the YVCC Board of Trustees a budget for the allocation of services and activity fees to support student programs and activities. The ASYVCC President appoints students to faculty tenure committees.

In addition, the ASYVCC officers represent YVCC students at the state and national levels. Numerous clubs, student activities and programs are available to all YVCC students, with the support of this student leadership team. Policies and procedures related to clubs, athletics, and dorm life are available in the Code of Students Rights and Responsibilities, the YVCC website, and through the ASYVCC Student Leadership Handbook. Additional information is shared through the publication of *The Yak*, the monthly student newsletter (<http://www.yvcc.edu/theyak>).

YVCC is a member of the Northwest Athletic Association of Community Colleges (NWAACC) and the National Junior College Athletic Association (NJCAA). Intercollegiate athletic programs are offered in wrestling; men's and women's basketball, baseball, and softball; and women's volleyball and soccer. Policies and procedures about athletics can be found on the YVCC website, and the college catalog.

Sections 2.A.18-20: Human Resources

2.A.18 - Human Resources Policies

The Human Resource Department's policies and procedures are reviewed on a recurring basis by the Administrative Council. College-wide policies such as the [Nondiscrimination Policy](#) are reviewed by appropriate state agencies and approved by both the Administrative Council and the Board of Trustees. Policies and related forms are available to YVCC employees via YVCC's internal server known as MyYVCC. Those policies and procedures that affect employment terms and conditions are included in the appropriate negotiated, collectively bargained agreements or the employment code maintained for administrative and exempt employees. These documents are available on the [Human Resources website](#) along with links to applicable RCWs and the Department of Personnel.

2.A.19 - Communication to Employees

A variety of methods are used to inform employees about their working conditions, assignments, rights, and responsibilities. New employees are provided information about work conditions, ethics, work assignments, rights and responsibilities, and requisite performance evaluation material during new employee orientation sessions, Convocation, and informal meetings with their supervisors. Copies of the appropriate collective bargaining agreement and evaluation materials are shared with members of their units.

2.A.20 - Security and Confidentiality of Personnel File Information

The Human Resources Office is located in a secure setting in Prior Annex. This location allows for a reception room where two assistants are located, a conference room, a testing room, and individual staff offices. In addition, behind the reception desk is a fire-proof vault for confidential storage of personnel files. The files are accessible only by Human Resources personnel who have signed confidentiality agreements. Individual personnel and/or their direct supervisors may view files in the Human Resources Department under the supervision of Human Resources personnel. Procedures associated with adding or deleting file contents, viewing files, and copying files are outlined in Article 9.1 of the Faculty Agreement and Article 19.3 of the WPEA followed by all personnel.

Sections 2.A.21-26: Institutional Integrity

2.A.21 - Institutional Representation and Publications

YVCC represents itself clearly, accurately, and consistently through its announcements, statements, and publications. The college catalog and the YVCC website communicate the requirements for degree completion and how degrees can be accomplished in a timely fashion. The Office of Community Relations, in conjunction with area leads, reviews college publications on a regular basis to ensure that they reflect the image of the college (i.e. ensuring color and logo are standard) and provide accurate information.

2.A.22 - Ethical Standards

YVCC meets high ethical standards in managing and operating the institution, as well as in working with the public, the NWCCU, and other external organizations. Any alleged ethics violations are investigated and resolved through the established procedures as outlined in the appropriate collective bargaining agreement, consistent with the Washington State Executive Ethics Law, [RCW 42.52](#).

The college has established grievance procedures for community, students, and employees. IN order for a concern to be considered a “grievance”, it must be recorded in writing, signed, dated, and delivered to the appropriate supervisor. Student complaints are handled by the appropriate supervisor depending on nature of the complaint, and the process is located in the Code of Student Rights and Responsibilities. Employee complaints are addressed by the appropriate supervisor, and the process is available within the collective bargaining agreements for each of the units on campus. All grievances are dealt with in a timely manner as outlined in the policies.

The college is proactive in providing non-discrimination training, including sexual harassment training on a regular basis. All claims involving discrimination of any type are referred to both the appropriate supervisor and the Human Resources Department which is responsible for investigation and appropriate action (Exhibit).

2.A.23 - Conflict of Interest

There is a commitment to avoiding conflict of interest throughout the campus. The Human Resource Services Department serves as a sounding board for all potential conflict of interest cases, and when needed, the Department seeks advice from the State Ethics Executive Board. Training regarding current issues in ethics is presented at all new employees trainings and on a

regular basis for all employees during Convocation, with reminders sent to each employee as part of the annual reminder notice. In addition, in 2010, the College initiated a process to review potential conflicts of interest arising from outside employment. (Exhibit).

2.A.24 - Policies Related to Ownership

The college addresses intellectual property rights in the AFT-Y Collective Bargaining Agreement for Faculty. Articles 8.24 and 8.25 in the agreement define intellectual property and guiding principles. The agreement states “intellectual property shall generally be defined as any trademarkable, copyrightable, or patentable material or thing including, but not limited to, books, texts, articles, monographs, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, work papers, lectures, musical and/or dramatic composition, unpublished scripts, films, filmstrips, charts, transparencies, other visual aids; video and audio tapes and cassettes, computer programs and/or applications; distance learning materials or associated data files; video and audio broadcasts; programmed instruction materials; paintings, sculptures, photographs, and other works of art.” The guiding principle states that “the presumption of ownership is with the academic employee when no college resources are used in its creation; otherwise, the presumption of ownership is with the college.”

2.A.25 - Representation of Accreditation Status

YVCC accurately represents its current accreditation status and this information can be found on the college’s website.

2.A.26 - Contractual Agreements

YVCC maintains a clearly defined procedure for entering into contractual agreements that is documented on a routing form requiring the signature of numerous departments to ensure compliance of the contract with the YVCC mission and policies and procedures. Contracts comply with relevant state, federal, and funder policies. The scope of responsibility for the college and the contractor are clearly outlined, including dates and deliverables. Final authority for entering into contracts rests with the President of the college.

Sections 2.A.27-29: Academic Freedom

2.A.27 - Policies Regarding Academic Freedom

The Board of Trustees constitution and by-laws includes a statement endorsing academic freedom (Exhibit). Article 8.23 of the AFT-Y Collective Bargaining Agreement clearly states that faculty members are free to pursue academic interests.

2.A.28 - Independent Thought and Freedom of Expression

Consistent with the core theme of community, YVCC actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. This is specifically addressed in the Board of Trustees Constitution and Bylaws General Policy Statement on Academic Freedom, which states, “It is the prime objective of the YVCC Board of Trustees and administration to foster such (academic) freedom and to establish only those rules and regulations which are essential to the orderly operation of the institution or which to enhance its quality.” This is further supported in the same document under the Statement of Rights and Responsibilities, Section E, which states, “It (YVCC) appreciates and endorses the fundamental

right of dissent, and fully protects and encourages the fair and reasonable exercise of this right by individuals within the college...The college fosters the free expression and interchange of differing views through oral and written discourse and logical persuasion.”

2.A.29 - Fair and Objective Scholarship

It is expected that teaching professionals will present scholarship fairly, accurately, and objectively. This is specifically addressed in the collective bargaining agreement for the faculty, Article 8.23, titled “Academic Freedom.” Complaints regarding bias or lack of objectivity are handled per the negotiated agreement Article 9. The Library Services Director and faculty librarians provide workshops and have been instrumental in developing copyright policies and media use that have resulted in campus-wide copyright policies for the college.

Section 2.A.30: Finance

2.A.30 - Management and Oversight

Oversight of financial policies lies with the Vice President for Administrative Services. YVCC adheres strictly to the State of Washington’s accounting policies as published in the State Administrative and Accounting Manual. The Board of Trustees approves all budgets and receives quarterly updates on budgets. The Board also approves any changes to college budgets. Capital budgets are approved by the State Board for Community and Technical Colleges (SBCTC) and monitored by SBCTC and the Vice President for Administrative Services. Policy 1.45 “Operations Reserve Policy” was passed in 2010 by the Board of Trustees which established a minimum level of reserves for the college. All debt is regularly monitored and while YVCC does not have a governing board policy guiding the use and limit of debt, the Board must approve all debt transactions. Fund transfers and inter-fund borrowing are guided by state regulations and the Board must approve all transfers. Fiscal staff members in the Business Office are highly trained and have a substantial amount of fiscal and institutional knowledge. As new staff members are added for fiscal management, the college ensures that they are trained appropriately for their responsibilities. Staff turnover is almost non-existent; most fiscal staff have been employed by the college for many years.

c. Standard 2.B: Human Resources

2.B.1 - Sufficient Qualified Employees

YVCC maintains a roster of qualified faculty, staff, and administrators to carry out the mission and operations of the college. The qualifications for faculty and administrators are published annually in the college catalog. Qualifications of all college employees are maintained in personnel files housed in the Human Resources Department and documented in a database managed by the same department.

Policies surrounding the hiring process are maintained on the YVCC Intranet site under [Administrative Procedures](#) (see Administrative Procedure 4.07), bargaining agreements, and state statute. For faculty, the hiring process is outlined in the AFT-Y agreement, which is in line with the administrative policy.

General faculty job descriptions are listed within Article 8 of the AFT-Y agreement. For each specific faculty position, additional information is provided in the job description which is maintained in the Human Resources Office and which identifies the curricular expertise needed for the position. For classified staff, job descriptions adhere to the state classification guidelines and job duties as required by the Washington State Department of Personnel. Specific job requirements and qualifications are made available when it is shared with prospective employees during the search process and are maintained in the Human Resources Office. All job descriptions are updated in tandem with evaluation cycle for the respective position.

The number of employees at YVCC fluctuated between 2000 and 2011. From 2000-2010, the percentage of full time employees grew by 20.8%. In response to the national/state budget crisis and budget reductions, the total number of full-time employees was reduced by about 4% between 2007 and 2010. Reductions were taken in all employee group units, beginning with the elimination of vacant positions and combining of job duties and funding streams to enable continuation of employment. However, some positions were permanently cut, with the largest reductions occurring within the part-time faculty ranks and full-time classified staff. Reductions to the college budget and consequently to the ranks of the various employee groups were managed by the college administration through a consultative process that engaged all internal and external constituencies, and had as a primary objective the preservation of the core programs and services of the college necessary to the fulfillment of the college mission.

YVCC employed approximately 327 full-time employees as of October 2010, total workforce report (a “snapshot” of all employee groups). This total represents a 15.1% increase over the 284 employees of the college shown in the same report for 2000. The largest full-time employee group is comprised of the faculty members at 142, or 43.4.% of all full-time employees.

In addition, YVCC employed approximately 200 part-time faculty and 70 part-time staff per quarter in 2010-11 to supplement the full-time workforce at the college. A higher percentage of courses at YVCC are taught by full-time faculty than the state average.

The hiring process at YVCC is outlined in Administrative Code 4.07 (Exhibit). Supervisors of vacant positions must complete a position request that includes a job description, minimum and preferred qualifications, typical duties, type of employment, and funding source. Once approved by the President, requests are used to generate position announcements that are posted to the YVCC website and advertised as deemed appropriate for the position.

In 2010, the college implemented an online application process using the human resources software, *Rainshadow*. This software includes a YVCC application and enables the applicant to upload resumes, cover letters, and/or letters of recommendation as required by the position. Screeners and hiring committee members are provided with security access to view application materials.

At least two screeners then review all applications to determine which applicants meet the minimum qualifications. Where the screeners disagree, the Director of Human Resource Services, in consultation with subject matter experts where necessary, approves candidates for further review. Applicants for classified positions are evaluated and ranked using standard

Washington State Department of Personnel scoring sheets (referred to as “supplemental exams”) to determine priority for invitation to interview. All other administrators, exempt-professional staff, and faculty all use a committee to review applications and rank candidates for invitation to interview. Individuals cannot participate in more than one stage of the selection process.

Until 2007, interviews were conducted using traditional *behavior-based* method using pre-scripted questions uniformly given to all candidates and their responses compared to evaluate the candidate’s relative strengths and weaknesses. This style of evaluating candidates was based on traditional K.S.A.O.’s (knowledge, skills, abilities and other factors), which weighted heavily toward experience, but tended to minimize attitude and desire to serve. Beginning in 2007, all individuals serving on hiring committees are asked to participate in training on *competency-based* selection as developed by Ms. Pamela Bezona and presented through the Washington State Human Resource Commission (HRMC) (Exhibit).

Competency-based selection requires interview committees to develop scalable sets of questions centered on candidates’ competency (as opposed to just experience) in essential functions for each position. A primary goal of competency-based selection is to hire well-qualified candidates, placing a priority on their attitude and desire to serve students. Interview committees are then empowered to ask increasingly difficult questions in different subject matters to identify the candidate’s intellect and rationale for not only what they have done to demonstrate knowledge, skill and ability, but more importantly why candidates accomplish essential functions in the manner they do.

2.B.2 - Administration and Staff Evaluations

The evaluation of administrators and staff vary by position and title. A variety of tools are available to guide and support the evaluation process¹². For administrators at the vice president, dean or director level, a participative process which includes a self-evaluation is used. This self-evaluation, together with observations and interviews conducted by the supervisor form the basis for evaluation and creation of an ongoing professional development plan. Exempt-professional staff members also use the administrative and exempt performance assessment form, with some exceptions dependent on the type of work performed. Classified staff members utilize the Washington State Department of Personnel Performance and Development Plan and forms. Supervisory employees are trained regarding the Performance and Development Plan and encouraged to review their employees’ job descriptions as part of the evaluation process. In 2008, the Human Resource Services Department developed a database of all full-time and regular part-time employees, allowing the Human Resource Services department to monitor the date of any given individual’s most recent evaluation

2.B.3 - Opportunities for Professional Development

In order to maintain a well-qualified workforce, YVCC provides faculty, staff, administrators, and other employees with appropriate opportunities for continuous professional development in areas related to their roles, duties, and responsibilities. Since 2001, a major emphasis has been to focus on increasing skills in the use of technologies and increasing work efficiencies.

In addition to college-wide trainings, YVCC supports faculty and administrators in attending conferences, webinars, and other activities in fulfillment of the college mission. Many of these

opportunities are grant-funded, allowing for professional development to continue during difficult economic times. Full-time faculty members also have opportunities for professional development through sabbaticals and Exceptional Faculty Awards (Foundation) as outlined in the Article 15.2 of the AFT-Y Agreement.

Administrators, exempt-professionals, and supervisors are encouraged to maintain compliance with the Washington Administrative Code. This code mandates that college employees receive regular updates and trainings on state laws and procedures related to college operations.

Professional-technical faculty members as well as the Workforce Education Dean are required to maintain professional development plans as required by the Washington Administrative Code (WAC 131-16-092). Full-time instructors must complete the requirements of the initial certification within three years to attain standard certification. Standard certificates must be renewed every five years. The professional development plan identifies priorities for professional growth. The priorities should address, at a minimum, the professional-technical faculty's ability to provide student instruction, supervise learning environments, and implement curriculum, outcomes, and assessments related to professional development activities.

All faculty and staff have ongoing in-house professional development opportunities in the use of technology as offered by the Technology Services Department. In addition, professional development for classified staff can also be arranged by the respective supervisor on a needs basis for the specific position. For example, a program assistant hired for a specific grant initiative might need to be trained on the particulars of the grant. In order to encourage professional development, the Professional Development Committee (PDC), a classified employee driven committee, meets regularly to select and schedule trainings for classified and other employees. The committee hosts an annual all-day "PDC Retreat" held off campus for employees, typically built around a central theme for the year, such as diversity, work-issue management, coping with change, or personal enrichment.

In addition, faculty members have taken advantage of informal, internal training opportunities to learn from each other pedagogical strategies that address the common challenges of YVCC's students. These opportunities have taken the form of faculty members team-teaching in learning communities in which courses from two or more disciplines are integrated or leading student participation in college symposiums. Other internal professional development opportunities have included "mini-grants" for faculty teams to address specific teaching-learning issues such as placement processes or progress in a sequence of courses.

2.B.4 - Qualified Faculty

Qualifications for faculty members are contained in Articles 8.4-6 of the AFT-Y Collective Bargaining Agreement. Part-time faculty credentials are reviewed by hiring departments and supervisors. The Human Resource Services Department has worked with the deans and directors who supervise faculty to implement a Part Time Faculty Approval Form¹³ to record the approval of faculty to teach specific subjects and/or classes based on their degree and subject matter knowledge. A copy of these approval forms is then placed in the faculty member's personnel file. Faculty teaching transfer courses must hold, at minimum, a Master's Degree in the appropriate discipline. Faculty teaching in professional and technical fields must meet the

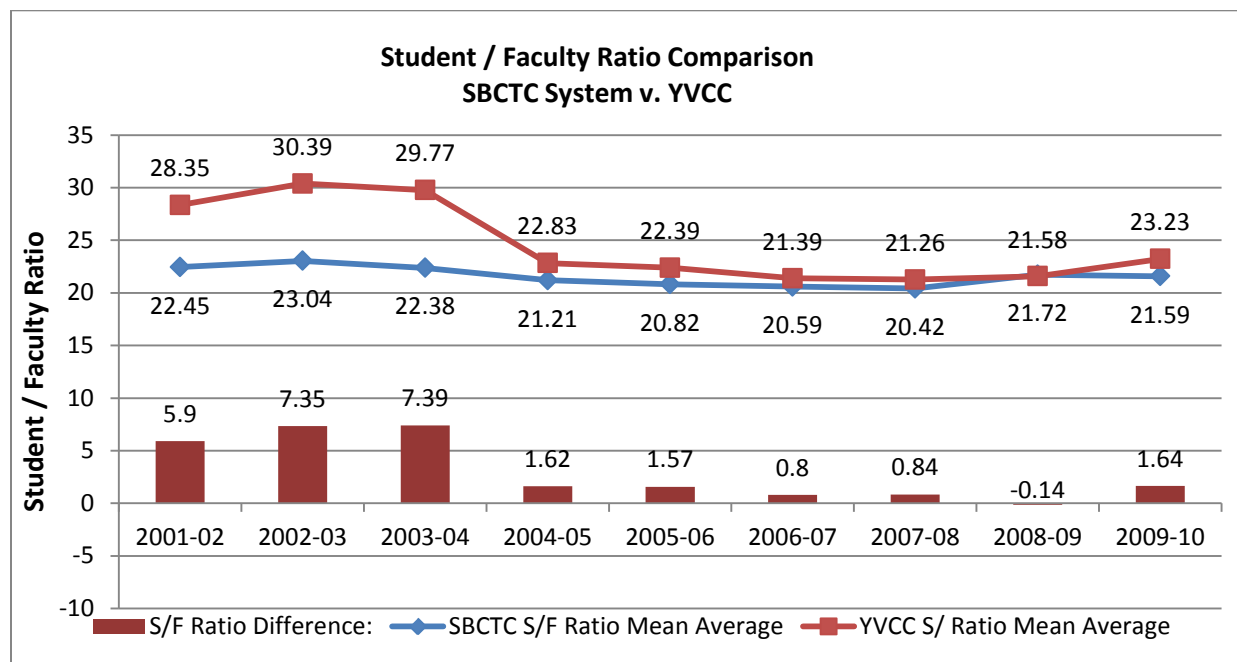
standards for their disciplines, which, at a minimum, includes industry certification and experience, but more commonly includes a BA or MA degree (WAC 121-16-091). Part-time professional-technical teaching personnel must meet minimum qualifications as defined by sufficient board and comprehensive training; industry recognized certification when available; and/or two years relevant work experience and/or relevant, current teaching experience that particularly qualifies them to provide instruction in their area of specialization as outlined in the AFT-Yakima Collective Bargaining Agreement.

Although the minimum standard for Basic Skills faculty members is a Bachelor’s Degree in the applicable field, all full-time faculty members hired since the previous accreditation visit hold a Master’s Degree. Current hiring practices in Basic Skills require full-time faculty members to have earned a Masters Degree. Part-time faculty members teaching in the Basic Skills Division must hold a minimum of a BA degree and have experience in the field.

Class capacities are addressed in course outlines and recommended by curriculum committees to the President. The capacities reflect the level of the course, style of delivery, and restrictions based on special program needs. The college employs enough instructors to maintain these class capacities. To help achieve the college’s educational objectives and maintain integrity of academic programs, the college administration reviews past enrollment reports, incoming student demographics, course waitlists, and community workforce needs in the planning of schedules.

The student / faculty ratio for YVCC has improved significantly over the last ten years and is comparable to other community and technical colleges in Washington. The student / faculty ratio for YVCC, when compared to the student / faculty ratio for the SBCTC system over the previous eight years, shows YVCC was able to significantly reduce the student / faculty ratio, and has consistently held it comparable to the overall system average (see Graph 2.B.1).

Graph 2.B.1: Student-to-Faculty Ratio



2.B.5 - Faculty Responsibilities and Workload

Faculty responsibilities and workloads center on instruction and departmental responsibilities and functions. Faculty workload is calculated using an instructional unit basis that is contained in Appendix A of the AFT-Y collective bargaining agreement (Exhibit). Full-time faculty members are assigned between 44 and 47 instructional units per academic year, averaging 15 per quarter. Part-time faculty members are limited to ten instructional units per quarter (Exhibit).

2.B.6 - Faculty Evaluation

The evaluation cycle for all faculty members is included in Article 9.2 AFT-Y collective bargaining agreement. The method and timing of evaluation is dependent upon timing and category of hire. Full-time faculty hired into tenure-track positions follow the tenure evaluation process outlined in Article 12. This three-year process includes self, peer, and supervisor evaluation with annual reports submitted to the Board of Trustees. Once tenure has been awarded, faculty members are placed on a five-year evaluation cycle. Annually, full-time faculty members report their participation in professional development, community service, and committee work as part of ongoing institutional assessment. Evaluation of full-time faculty hired into special faculty appointments (not tenure-track) consists of a two-year process that involves self and supervisor evaluation. These appointments are for one-year assignments only. After successfully completing two years of employment, full-time faculty members on special appointments are placed on a five year evaluation cycle. From the 2001-02 through the 2010-11 academic years, the part-time faculty evaluation cycle include and observation by their supervisor in their first quarter of employment and student evaluations every third subsequent quarter they are hired.

Article 10 of the AFT-Y collective bargaining agreement identifies procedures to follow for corrective actions necessitated by concerns rising from evaluations of, or complaints against, faculty members (Exhibit). Concerns and complaints must be documented in writing and all corrective plans are signed by the affected faculty member and supervisor. The college strives to maintain confidentiality in disciplinary actions by including only those directly involved in communication and planning.

d. Standard 2.C: Education Resources

Programs of Study (2.C.1-8):

2.C.1 - Programs of Study

Yakima Valley Community College's educational programs are organized into four main administrative units that report to the Vice President of Instruction and Student Services: the Arts and Sciences Division, Basic Skills Division, Student Services Division, and Workforce Education Division. Each unit has responsibility for curriculum offered in its area as outlined in Article 14 of the AFT-Y collective bargaining agreement and summarized in the table below.

Table 2.C.1: Programs of Study by Administrative Unit

Administrative Unit	Programs of Study	Academic Departments
Arts and Sciences Division	<ul style="list-style-type: none"> • Developmental Studies • Transfer Education 	<ul style="list-style-type: none"> • Communications • English • Humanities • Life Sciences • Mathematics • Modern Language • Physical Sciences
Basic Skills Division	<ul style="list-style-type: none"> • Non-credit instruction • Integrated Basic Skills Training • Worker Retraining • Workfirst 	<ul style="list-style-type: none"> • Adult Basic Education • Adult Literacy • English as a Second Language • GED Preparation
Student Services Division	<ul style="list-style-type: none"> • Support Programs 	<ul style="list-style-type: none"> • Counseling • Library • Physical Education
Workforce Education Division	<ul style="list-style-type: none"> • Professional/Technical Degrees and Certificates 	<ul style="list-style-type: none"> • Agriculture/Viticulture • Allied Health Technology • Automotive Service Technology • Business • Criminal Justice • Dental Hygiene • Engineering • Education • Nursing • Professional Studies • Radiologic Sciences • Technical Studies • Veterinary Technology

The college offers transfer degrees, professional/technical degrees and certificates, basic skills development (inclusive of college preparation, English as a Second Language, and General Education Development – GED - preparation), and lifelong learning opportunities. The requirements and learning outcomes for these degrees, programs, and opportunities are widely published, mainly online at www.yvcc.edu and in the annual college catalog.

The educational programs of the college are supported by e-Learning, Library & Media Services and Technology Services. These programs provide access to information resources and instruction in research methods, as well as access to information technology in the classrooms, open labs, and in the Library/Media Center.

In 2001, e-learning (formerly referred to as distance learning) was under the administrative leadership of the Dean of Technology and Distance Learning. Between 2001 and 2005, YVCC introduced hybrid courses, 100% online courses, interactive television, and Washington Online courses. In August 2005, the college reorganized the division, creating the Technology Services Department to focus on the support of instructional and administrative information technology. Oversight of Distance Learning was assigned to the Vice President of Instruction and Student Services.

In 2007, the Vice President assigned responsibility for distance learning courses to the appropriate instructional division deans and began to use the term “e-learning” to represent a variety of technologically supported instruction. This organizational structure represents e-learning as a modality, not as a separate instructional division.

The Vice President established the Distance Learning Council to provide a cross-divisional leadership team in which faculty, administrators, and staff review, discuss, and develop strategies to address distance learning technology and resources, as well as the quality of instruction via distance modalities. In 2008, the Vice President established the Course Management System (CMS) Transition Task Force to provide leadership in the review and implementation of course management systems. During 2008-9, the CMS Transition Task Force oversaw three major activities: coordination of the transition from WebCT as the course management platform to Angel[®]; recommendations to the SBCTC for the choice of a CMS system and how to implement this system; and provision of faculty and staff training in the new course management system software. By fall 2009, all online courses were taught through Angel[®]. The proposed 2011-13 Faculty Agreement introduces an e-learning committee as part of the governance structure; this will replace the Distance Learning Council and ensure faculty leadership in regards to the integration of technology while ensuring instructional quality.

In order to ensure that appropriate content and rigor is maintained, despite location or change in modality, all course offerings follow a standard course outline, which identifies required student learning outcomes and is reinforced in all syllabi. Departmental faculty work together to develop common understandings of assessment within their scope of the curriculum. This often results in shared assignments and common final examinations. As part of the faculty evaluation process, adherence to these outcomes is reviewed.

Arts and Sciences

Housed primarily in the Arts and Sciences Division, YVCC offers a traditional Associate of Arts (A.A.) transfer degree and an Associate of Science (A.S.) transfer degree. These degrees are aligned with the Intercollege Relations Commission (ICRC) guidelines for transfer degrees within Washington State. The Arts and Sciences Division collaborates with the Workforce Education Division to offer transfer degrees in Agriculture, Business, Criminal Justice, Education, Engineering, and Information Technology, as well as preparing students to enter other professional technical programs by taking general education courses that meet prerequisite requirements for selected majors. Nearly all of the coursework for all transfer degrees is available on both campuses as well as online.

The Arts and Sciences Division includes the humanities and fine arts, the social and natural sciences, and mathematics. These academic departments (Communications, English, Humanities, Life Sciences, Mathematics, Modern Languages, Social Sciences, and Physical Sciences) and related disciplines introduce students to the content and methodology of the major areas of knowledge and help students develop the skills and abilities they will need as lifelong learners and informed, effective citizens.

Each transfer degree is designed with two goals in mind: to develop student awareness of the fundamental areas of knowledge and to master competencies for independent learning. Through distribution-specific requirements and basic requirements (covering composition, communication, and quantitative courses), the transfer degrees provide pathways to successfully meet these two end goals. These requirements are included in the degree worksheets¹⁴ available in hard copy through the Counseling and Advising Center and online through Degree Audit.

In addition, each transfer degree provides students with numerous opportunities to participate in an abilities-based curriculum. Since 2009, the Division narrowed down the Abilities that were practiced and assessed from eight to two. Analytical Reasoning (AR) and Communications (C) are, at present, the two assessed abilities. Please refer to the section on assessment later in this report for a full review of the abilities-based curriculum and associated changes. The abilities support independent thinking in each discipline and promote application of knowledge.

Basic Skills Division:

It is the primary focus of the Basic Skills Division that basic literacy programs are accessible, student-centered, and responsive to community needs. The Division provides students in the service district with reasonable options for classes. These options include: a variety of time schedules, off-campus sites throughout our district, study labs (where students can work individually or in small groups), and distance education. The processes of intake, testing, registration, and advising have been streamlined to help student enrollment and persistence. All ABE and ESL classes follow Washington State Adult Learning Standards in Reading, Writing, and Mathematics. These standards are incorporated into all course outlines. The programs offered respond to community partners to increase accessibility and intensity depending on the community demand and need. For example, classes are currently offered at the Department of Social and Health Services.

All ESL classes are organized around student-selected thematic units. Activities within each unit are designed by the instructor to be uniquely tailored to specific class needs, and performance task activities are developed to assess the students' learning on that basis. Students (day and evening, on and off-campus) receive instruction based on a student-generated thematic curriculum. The expertise of the instruction varies, of course, with the training and experience of the instructor.

The Grandview Campus offers two Adult Education programs: Adult Basic Education (ABE) and English as a Second Language (ESL). The ABE program on the Grandview Campus also offers classes for students to complete job-skills training in the areas of forklift training, commercial truck driving (CDL), nursing assistant training, and office assistant training.

The Basic Skills Division offers English as a Second Language (ESL) instruction, Adult Basic Education (ABE) and GED preparation, integrated workforce education certificates (I-BEST), and WorkFirst classes for Temporary Assistance for Needy Families (TANF) parents. In addition to the Yakima and Grandview campuses, the division provides services at three learning centers – located in Ellensburg, Toppenish, and Sunnyside – and off-site classes at the Department of Corrections, DSHS, and La Casa Hogar (a local non-profit serving immigrant women and families). Prior to 2010-11, the college also provided off-site instructional services in partnership with local school districts (which ended in 2010). These off-campus classes are often in the most rural and isolated communities in the district.

In 2008-2009, Basic Skills served almost 4,000 students (almost 1/3 of the total YVCC student population) and generated 986 FTE. According to the Washington Adult Basic Education Reporting System (WABERS) data (for summer, fall, and winter 2008-09), students identified themselves in the following status categories: 180 disabled; 1,137 employed; 1,099 unemployed; 526 not in labor force; 1,365 receiving public assistance; and 249 living in rural areas. Ethnicity was identified as one of the following: 74% Hispanic or Latino; 18% white; 6% American Indian or Alaskan Native; 1% Black or African American; 1% Asian; and less than 1% Native Hawaiian Pacific Islander. These ethnicity numbers are roughly equal to the previous year's numbers. Interestingly, in every ethnic category, female participation is about twice that of males. The majority of all participants (58%) are in the 25-44 age group, and the next group (24%) are 19-24.

The division formally assesses student learning through the administration of the Comprehensive Adult Student Assessment System (CASAS). This assessment is required by the SBCTC for placement (pre-test) and assessment of individual learning gains (post-test). ESL students are assessed in listening and reading and ABE students are assessed in math and reading. Test scores and attendance hours are reported for each student in the WABERS database.

All students are required to complete a CASAS pre-test for a placement baseline and to meet with faculty for an advising appointment before registering for classes. When applicable, ABE and Levels 5 & 6 ESL students will also take a YVCC-developed math quiz, a corrective reading placement test, and produce a writing sample for placement in ABE classes. An orientation to classes includes information on class schedules, levels and sequences, and expectations of students.

During the first advising appointment, faculty and students discuss possible barriers to regular attendance, set a personal learning goal with guidance from the instructor, and develop a learning plan. Faculty refer to the placement scores, student-declared barriers, and prior educational levels to set an appropriate schedule of classes and (for the ABE/GED student) possible lab time.

The student's personal learning goal and all of the test scores and class schedule information are recorded on the student's Personal Learning Plan (PLP). The PLP is filed on-site and available to other instructors for reference, for updating student information and class test scores, and for end-of-the-quarter advising.

CASAS post-testing is administered to students with 45+ hours in any given quarter to assess learning gains. Student progress as demonstrated by CASAS scores and class assessments is discussed with each student during an individual advising appointment with a faculty member at the end of each quarter.

Students enrolled in YVCC's on-campus daytime ESL program begin to take both ESL and ABE classes when they reach ESL Level 5. These students are considered "transitional." After ESL Level 6, ESL students are routinely transitioned into all-ABE classes. Several full-time ABE instructors have been cross-trained in ESL and now teach both ESL and ABE classes. The instructors state they have become more sensitized to the needs (for greater clarity and a slower pace of instruction, specific vocabulary development, etc.) of ESL students. ABE instruction at YVCC is more typical of ABE class instruction elsewhere throughout the state, with a curriculum more teacher-generated, linear, and sequential in nature.

Day ESL students in classes on both campuses attend a high-intensity program, with hours of instruction ranging from 16 to 21 hours a week. Level 1, 2, 3, & 4 classes have 16 hours of instruction. Level 5 & 6 classes have the possibility of 21 hours of class a week, as students transition into solely-ABE classes. Level 5 and 6 students are enrolled in both ESL and ABE classes in the same quarter and thus have more hours of instruction than students enrolled in the lower-level classes.

Programs follow SBCTC Washington State Adult Learning Standards for Reading, Math, and Writing. These standards are incorporated into all ESL and ABE course outlines. Specific site and class offerings also respond to community partner feedback through the Local Planning Area (LPA).

In partnership with Workforce Education, the division offers three I-BEST programs for students in Nursing Assistant Certified, Child Development Associate, and Business Technology. I-BEST is an instructional model developed by the SBCTC, designed to assist Basic Skills students in earning a workforce certificate while completing a GED and/or improving their reading, writing, and math skills for employment or transition to credit coursework.

Through funding provided by the WorkFirst Block Grant, YVCC offers TANF parents financial aid, extended activities during college breaks, GED and ESL classes located at Community Service Offices, and life skills classes to assist with the transition to postsecondary education or employment. YVCC serves the second-largest WorkFirst population in the state community college system, carrying 500-600 parents on its caseload each month. These services are not only offered on the Yakima and Grandview campuses, but also at the Toppenish and Sunnyside learning centers, as well as other locations throughout the Yakima Valley.

Student Services:

The Student Services Division oversees Physical Education and Student Development coursework, as well as representing the Librarians in developing Information Literacy coursework. Student Development courses are primarily taught through the Counseling departments on both the Yakima and Grandview campuses. Physical Education courses, which are only offered at the Yakima Campus, are taught through the Athletic Department and vary

depending on the audience. The courses in both of these departments follow the abilities-based curriculum as set by the Arts and Sciences curriculum committee. At this time, Information Literacy is primarily addressed through workshops and non-credit options.

The Physical Education courses are of two types: courses intended for athletic training for various sports teams and course for the general population to incorporate physical fitness into their academic life. The YVCC fitness center offers flexible hours and a variety of machines and free weights for student use.

The Student Development courses consist of classes that focus on improving academic skills and navigating higher education. These courses have flexibility, enabling them to be taught as late start classes and/or as part of a learning community. The specific learning skills classes are always linked to a discipline-specific course focusing on those unique study techniques for that discipline. An example might be math linked with specific learning skills. The focus would be on math anxiety and structuring a study regiment for success in the mathematics course.

Most of the student development courses do not have a prerequisite, thereby allowing those students transitioning from Basic Skills to gain classroom and study skills.

Courses numbered over 100 in these two departments are transferrable as electives within the Direct Transfer Agreement (A.A.) and are aligned with the Intercollege Relations Commission (ICRC) guidelines for transfer degrees within Washington State.

Workforce Education

Formerly called the PACE Division (Professional and Career Education), the Workforce Education Division (WED) offers a comprehensive assortment of degrees and certificates as well as transfer degree pathways to students interested in professional and technical fields. Degree and certificate requirements are established using industry standards, soliciting community input through advisory board committees, and assessing peer institution programs. As of this report, WED has approximately 24 different programs which include: Agriculture, Enology and Viticulture; Allied Health Technology (Medical Assisting, Medical Billing and Coding, Medical Interpreter, Pharmacy Technician, Phlebotomy, and Surgical Technology); Automotive Service Technology; Business Administration; Business Technology; Chemical Dependency; Criminal Justice; Dental Assisting; Dental Hygiene; Early Childhood Education; Education and Reading; Engineering; Information Technology; Nursing; Radiologic Science; and Veterinary Technology.

The Workforce Education division offers 36 Associate of Applied Science degrees (AAS); two Associate of Applied Science-Transfer degrees (AAS-T); one Associate Degree Nursing (ADN); six articulated AAS degrees with Perry Tech; two contracted AAS degrees with the Yakima Skills Center; 17 certificates of 45 credits or more credits; 82 certificates of less than 45 credits, including short-term certificates of less than 20 credits that increase a student's potential for gainful employment. The division also offers six transfer pathways in associate transfer degree options in Agriculture, Business, Criminal Justice, Education, Engineering, and Information Technology. In 2010, two new associate of applied science transfer degrees were created in Agribusiness and Early Childhood Education¹⁵.

In 2008, a partnership agreement with Wenatchee Valley College was signed to accept credits earned by YVCC students toward the attainment of an Associate of Technical Science degree (ATS) in Tree Fruit Production and Wenatchee Valley College students to attain an AAS in Vineyard Technology through distance learning, which began in fall 2009.

There are four Direct Transfer Agreements housed within the Workforce Education Division:

The Business Transfer Degree (DTA) is a statewide degree developed with the assistance of the State Board for Community and Technical Colleges and was approved by the community colleges within the system and the following colleges and universities: Central Washington University, Eastern Washington University, Gonzaga University, Heritage University, Pacific Lutheran University, St. Martin's University, Seattle Pacific University, Seattle University, University of Washington, Washington State University, and Western Washington University.

The Engineering Transfer Degree-Track 2 is offered through the division and was approved by the community colleges within the system and the following colleges and universities: University of Washington, Washington State University, Central Washington University, Eastern Washington University, Seattle Pacific University, and Seattle University.

Two new associate in applied science transfer degrees were approved in 2010—one in Agribusiness and one in Early Childhood Education. Articulation agreements associated with these degrees have been developed with Washington State University and Eastern Washington University.

All professional-technical degree and certificate programs must be approved by the SBCTC prior to course or program implementation¹⁶. Courses in all Workforce Education program certificates and degrees are reviewed annually, with a minimum of 20% undergoing thorough review and update each year. The faculty members review the degree and certificate educational pathways to make certain that the plans are consistent with industry skill standards and equivalent to programs offered at other Washington State community colleges. The program's advisory committee reviews the degree plans and provides advice and guidance regarding the industry standards and requirements for entry-level preparation of employees.

YVCC complies with SBCTC requirements that there be an industry advisory committee for all professional/technical programs and follows approved College Advisory Committee Procedures. A list of all advisory committee members and their positions¹⁷ is maintained by each program and forwarded to the WED Dean.

The SBCTC sets rules/procedures/guidelines, developed in cooperation with the college system, that provide for the approval of all proposed new professional/technical programs, curriculum modifications, and program title changes. Each quarter, the SBCTC provides Workforce Education with a quarterly report. Each program in Workforce Education is continuously changing to meet educational standards developed by the state and federal government to meet the focus of the four-year institutions and industry standards and competencies.

With the opening of the new Workforce Education Center in Grandview in September 2007, the Medical Assisting, Medical Billing & Coding, Winery Technology, and Vineyard Technology programs became available to students. A wide complement of courses, already available at the Grandview Campus – in the subject areas of: business, education, criminal justice, early childhood education, and education – supported the successful completion of these expanded offerings. The courses required for these degrees and certificates are offered using a combination of modalities: face-to-face, interactive television (ITV), and online web-based courses.

2.C.2 - Course, Program, and Degree Learning Outcomes

The college catalog, available in print and on the web, is the primary tool for disseminating information concerning degrees, certificates, and courses to students. Curriculum additions, deletions, and modifications are approved through the respective curriculum committees. The college catalog is updated annually through an internal process of review by each division dean, classified staff, program faculty, and administrative staff. Questions regarding catalog content are referred to each division for clarification. The Dean of Student Services initiates the process of the college catalog review.

Course outlines of record¹⁸ are the college's defining document for course content, outcomes, and objectives. All components of approved courses are available for review. The information is comprehensive and includes student learning outcomes and course objectives. The official course outlines of record are housed in the Office of the Curriculum and Instructional Affairs (part of the Office of the Vice President of Instruction and Student Services) and maintained on the Course Outline Database which resides on the college's internal server. Department faculty members are responsible for the maintenance of rigorous course outlines to comply with articulation standards required by the Direct Transfer Agreement (DTA), external accrediting bodies, or other standards within the discipline. Course outlines are reviewed on a regular basis by the appropriate curriculum committees and updated accordingly.

For every class taught at YVCC, a syllabus is created from the approved course outline of record and contains the student learning outcomes as well as the course objectives.

Institutional Student Learning Outcomes

Yakima Valley Community College identifies two common Student Learning Outcomes (SLOs) across all academic divisions: Communication and Analytical Reasoning. Regardless of where students begin or end their education at YVCC—Arts & Sciences, Workforce Education, or Adult Basic Education—all will have the opportunity to improve their Communication and Analytical Reasoning skills, and all divisions assess students on some aspects of Communication and Analytical Reasoning in their courses¹⁹.

Across divisions, Communication is generally defined as conveying ideas expressed verbally and non-verbally and understanding both forms of expression. Additionally, all divisions agree that Analytical Reasoning involves critical thinking and problem solving. The Arts & Sciences Division and the Adult Basic Education Division both have more specific defining components of these SLOs that are used division-wide.

These SLOs are incorporated into courses and programs in each division. In the Arts & Sciences Division, every college level class within the division offers students an opportunity to practice and be assessed on at least one component of Communication or Analytical Reasoning. Student Development courses, which are taught by Student Services Division faculty, also follow Arts & Sciences curriculum guidelines and utilize Abilities-based SLO assessment. Workforce Education programs have specific competency standards for Communication and Analytical Reasoning, many of which are established by outside accrediting bodies; SLOs are tied to specific designated classes within each program, though these skills are often integrated in and integral to other courses as well. For Adult Basic Education, three of the Washington State Adult Learning Standards coincide with the college-wide SLOs of Communication and Analytical Reasoning: read with understanding; convey ideas in writing; and use math to solve problems and communicate. In Adult Basic Education, every course outline is built on one or more of these standards.

While all divisions assess the same general Student Learning Outcomes, each division has its own methods for assessing SLOs in individual courses and programs as well as division-wide. In Arts & Sciences, all college-level courses assess at least one of the two “Abilities” (Communication and/or Analytical Reasoning). At the course-level, this assessment involves *at least one* assignment during the term in which the claimed ability is identified, practiced, and evaluated. These “Abilities” assignments also provide the content for one of the division-wide assessment tools currently being implemented, a student portfolio. While this project is still in the pilot stages, the goal is that all transfer students will collect Abilities assignments from each of their college-level A&S classes, ultimately selecting pieces that represent the variety of courses and Abilities components inherent in their degree programs (and, ideally, representing their *best* work in the Abilities) and reflecting on their learning throughout their college course work. The portfolio is designed to provide evidence of student achievement in the SLOs. In addition to classroom-based assignments and assessments, the Arts & Sciences Division is piloting the Collegiate Learning Assessment (CLA), a norm-referenced tool that measures “critical thinking” and “written communication,” reflecting the two SLOs (Abilities) that are practiced and assessed in the division. The CLA was administered to a sampling of incoming students in fall 2010 who had placed into college-level and had indicated their intent to earn a transfer degree as well as to students who were preparing to graduate with a transfer degree. The scores of incoming students provided a baseline of students’ capability with the SLOs prior to beginning their course work, which could be compared to students’ performance on Abilities as they prepared to graduate, providing information about students’ improvement on these two abilities, the “value added” as a result of the Arts & Science education at YVCC. Analysis of this data is in process.

The Workforce Education Division assesses SLOs in a manner that allows them also to meet state and sometimes outside accrediting bodies’ requirements for granting degrees. In Workforce Education, particular classes are designated to practice and assess Communication and Analytical Reasoning SLOs. Mastery of these skills, which are often tied to competency demonstrations or performance assessments, is required to pass these designated courses and successfully complete the program. The particular outcomes assessed within Communication or Analytical Reasoning, however, vary depending on the program, and learning is measured by achieving a particular level of success (a particular grade) on the required Communication or

Analytical Reasoning outcomes in the designated courses which practice those skills. Evidence of student competency with these SLOs is gathered in a variety of ways, including student grades, national licensing or certification exams, course completion rates, graduation rates, employer surveys, and accreditation self-studies.

The Adult Basic Education Division follows state learning standards, which also represent the campus-wide SLOs. Student learning in Communication and Analytical Reasoning is regularly assessed in both formal and informal ways, both in the classroom and within the programs. Formal assessment of SLOs is done in two ways. Firstly, every student has a personal learning plan that is updated every quarter. The student learning plan includes the student's class schedule and specific academic goals set during quarterly advising with faculty. Secondly, every student also takes a CASAS reading and math test and completes a writing sample scored on a common rubric prior to beginning their coursework. They take post-CASAS tests at the end of each term. Students and faculty have access to their writing samples throughout their Basic Skills career to compare samples and discuss their progress and areas for improvement. Faculty work very closely with students, using these assessment tools to enhance student learning during the quarter; they also work closely with one another, meeting regularly in ad hoc committees to review information gathered from the assessments and make adjustments as needed.

Across all divisions, faculty regularly use the evidence gained from SLO assessment to make adjustments to curriculum and pedagogy within individual classes and programs. The division-wide assessments – through such tools as the CLA and the Portfolio Project, CASAS pre/post testing, accrediting board exams, graduate and employer surveys, graduation and completion rates, GED and matriculation rates – provide longer term and broader evidence of student learning. This information is used by each division to make programmatic decisions about courses (adding/changing/eliminating), course sequencing, curricular changes, prerequisites, placement, and at times inter-divisional collaborations. In addition, the Student Services Division facilitates clarification of curricular changes and identifies any incongruities on behalf of students. Counseling faculty members are often one of the first contacts for students until they are established with a faculty advisor in their academic major. Counselors are proactive in maintaining accurate placement and advising information and in communicating with divisional curriculum committees.

Division / Program Outcomes

Programs at YVCC are defined by major discipline. Each professional and technical program has a set of outcomes for the AAS degree and certificates as appropriate. The AAS and AAS-T degrees are designed to provide competencies related to the workplace. The curriculum in professional technical areas is competency-based and has been developed to meet industry-wide skills standards. Workforce Education students must complete courses covering three core competency distribution areas – computation, communication, and human relations – for certificate and degrees of 45 credits or more.

YVCC offers the AA degree, which meets the requirements of the DTA. There are two options available: the Associate in Arts (AA) and the Associate in Science-Transfer (AS-T).

The Division of Arts and Sciences assists students in reaching four intended outcomes for the transfer degree. These outcomes address all areas of the degree, including Basic Requirements, Humanities, Natural Sciences, and Social Sciences. In addition, division-wide Ability outcomes are found in all distribution areas of the transfer degree.

1. Students will demonstrate college-level math skills: Intensive analysis resulted in placement changes for incoming students in math courses, including discontinuation of calculator use on the placement test, generation of more accurate ASSET-to-COMPASS[®] score conversion, and plans for future analysis and refinement. Since 2003, the Math Department has also continued its work on MATH 104: College Algebra (now commonly courses numbered as Math & 141: Pre-calculus), meeting each year to review and score examples of student work on the common final exam questions developed by the department. Its long-term efforts have resulted in clarification of the outline for the course and intensive discussion by the department about prerequisite courses. Its next assessment project will be a two-year focus on MATH 085: Beginning Algebra and MATH 095: Intermediate Algebra as gatekeeper courses to college-level success in math and will include supplemental learning resources for students in those courses.

2. Students will demonstrate college-level writing: The English Department has worked on ENGL 102: English Composition II the second of a two-quarter college-composition sequence as its focus, sampling end-of-the-quarter student papers and scoring them with a department rubric. After a first reading of student work in 2002-3, the course outcomes were clarified to align with the rubric's four criteria. A second reading in spring of 2006 resulted in a decision to focus for the next two years on the sub-college level course ENGL 075: Reviewing English Essentials II (now renumbered as ENGL 095), which is a gatekeeper course to college-level writing.

3. Students will demonstrate foundation learning in the major areas of knowledge: the Humanities, Natural Sciences, and Social Sciences: Since 2001, the division has updated course outlines for active courses to reflect current department practice in discipline content and assessment. The division developed a course outline database that allows outlines to be updated, accessed, and printed from a central location (available on the college's internal server), ensuring that the most up-to-date information is always accessible. The division has adopted a review cycle for the course outlines that provides for general editing updates as well as larger systemic changes that are processed and approved through the division's Curriculum Committee. In 2007 and in 2009, two major overhauls of the database were conducted to better establish a baseline for the review cycle. In the latter overhaul, the course outlines were revised to reflect the recent changes in the Abilities-based curriculum. Learning communities help students make connections between the major areas of knowledge in addition to that gained by completing the distribution area requirements of the degree. The division continues to offer learning communities in the schedule and remains committed to presenting these opportunities every quarter, with a current emphasis on providing learning communities for first-time entering students who are under-prepared for college coursework.

4. Students will develop abilities that make them effective learners: Analytical Reasoning and Communications. The Arts and Sciences Division uses a rubric-based model for division-wide assessment of student learning in the Abilities, which provides students with performance expectations as well as formative feedback on their work. Curriculum taught by Student

Services faculty is included in this assessment and those courses are approved through the Arts & Sciences Curriculum Committee. Departments and individual faculty have the freedom to choose the Ability that best supports their discipline content, and to format rubrics to fit their classroom needs. The division collects and studies the data generated by rubrics and modifies curriculum and pedagogy when changes are warranted. Technology has played an important role in the collection and sharing of Abilities assessment data. The database tool called the Abilities Tracking System (ATS) was created in 2004 as a storehouse for all rubrics and assignments used to generate the scores entered. When the ATS was introduced, the division was assessing three Abilities – Analytical Reasoning (AR), Communication (C), and Problem Solving (PS) – in Arts and Sciences courses. Data from the ATS shows student exposure to AR, C, and PS, as well as the frequency with which student ability performance is assessed. In August 2006, at the end of the first year of a two-year special focus on Analytical Reasoning, a team of Arts and Sciences faculty met to review AR data and recommend action based on their analysis of it. The data suggests that student breadth and depth of exposure to Analytical Reasoning is not as great as expected. The team recommended that the Division set a goal to increase the number of faculty using rubrics and soliciting scores from them by: expecting participation; providing practical workshops to help faculty develop a personalized, systematic way of generating, collecting, and reporting assessment data; hosting a series of focused discussions to engage faculty in the questions the data evoke, including issues like data use, developmental/college-level differences, additional data that would help refine analysis of scores, etc.; and making example rubrics and assignments more visible and available to faculty.

Although there was an effort to address these items at Convocation 2006, the commitment by the faculty to the process waned with the changes in leadership from the dean level. For the 2006-2007 academic year, an interim dean was appointed and ATS reporting did not continue, nor did the discussion on Analytical Reasoning. In fall 2007, current new dean began her tenure at YVCC and did not enforce ATS reporting. In spring 2008, that dean proposed the formation of a division-wide Assessment Committee. Before 2006, there had been an institutional committee on assessment but it did not continue with the changeover in leadership or with the language of the present faculty union contract. Since 2008, the Assessment Committee has been diligently working on implementing meaningful assessment methods. After thorough research and discussion, the committee introduced a pre/post test (the Community College Learning Assessment) and a student portfolio project.

The Abilities, Competencies, and Learning Standards are published in the course outlines of record, college catalog, and syllabi.

2.C.3 - Awarding of Credits and Degrees

In order for YVCC to award certificates and degrees, the college must first seek approval of proposed programs of study from the SBCTC and demonstrate that they meet [ICRC guidelines](#). Upon receipt of program approval, it is the responsibility of the college to ensure that credits earned in programs of study are awarded in a consistent manner. It is YVCC's practice to follow this established protocol set forth by the SBCTC. Students receive credit for courses in which they earn a passing grade. The grading system includes options for letter grades, pass/fail, and satisfactory credit or no credit, with course outlines stipulating the grading system to be utilized. Two-year degrees are awarded based on successful completion of all requirements. These

requirements are covered in the college catalog. Students are assumed to be held to the requirements in the catalog in which they first enrolled, but may elect to abide by the requirements published in later iterations of the catalog.

2.C.4 - Degree Programs

All YVCC degree programs demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Course and program sequence are available in the college catalog, college website, and through program brochures. The college ensures high quality instruction through a variety of means.

A substantial core of general education is regarded as an essential component of all instructional programs at YVCC.

Professional/Technical courses and programs are developed in partnership with industry and business representatives, who provide input via advisory committees. Each program has an advisory committee that meets at least twice a year and contributes information on skills, standards, and employment needs to ensure the curriculum is up to date. Programs also incorporate published industry-based competencies (skills standards); core courses are typically sequential and build successively on skills mastered previously. All applied degrees and certificates of at least 45 credits must have a curriculum that fulfills the general education requirements in the areas of computation, communication, and human relations as mandated by the NWCCU identified by Related Instruction. Many of the programs, for example, require PTECH 115: Applied Mathematics to fulfill the computation requirements for math calculations (e.g., drug dosage calculations for nursing or proportions and ratios related to automotive technology). In the area of communications, most programs require BA 138: Written Business Communications or English 101: English Composition 1. The human relations component is fulfilled through various program curricula such as BA 220: Humans Relations in the Workplace and BA 225: Career Management.

The college offers several transfer degrees that meet the requirements of the Direct Transfer Agreement (DTA). Students who earn any of these degrees will normally be prepared to transfer to colleges and universities in Washington State with junior standing, having met most lower-division general education requirements subject to the provisos listed in the ICRC handbook and college catalog. Students can also earn the DTA at the Grandview Campus.

Academic departments address curriculum issues concerning appropriate depth and rigor of courses in their ongoing review of courses and programs. Departments collectively and systematically review curricula for appropriate depth and rigor on a regular basis. Department heads and program heads work with colleagues, other instructional divisions, and other higher education institutions to determine the appropriate sequencing of courses.

Admission and graduation requirements are defined in the college catalog and accessible through the college website. Procedures for degree applications in all program areas are also provided. All candidates for an associate degree or a certificate must complete an application. Degree worksheets are completed by the student and signed off by their advisor. The application and the degree worksheet are reviewed by the Credentials Evaluator in the Division of Student Services.

Students are required to submit degree applications once they have completed 60 credits. In order to meet general requirements, all candidates for degrees from YVCC must have:

- A minimum of 90 quarter credits; some professional/technical degrees require more
- A cumulative grade point average (GPA) of 2.00 or higher at YVCC
- A minimum of 24 credits completed at YVCC

Several professional/technical programs have limited enrollment or special entry requirements; these are widely available through the catalog, website, program handbooks, brochures, and targeted advising is provided.

2.C.5 - Faculty and Curriculum Development

YVCC maintains rigorous hiring processes with careful attention to minimum qualifications or equivalencies for all faculty members, and highly encourages the participation of faculty members from the relevant discipline on the hiring committee. Many departments include in-class teaching demonstrations during the hiring process to evaluate the teaching abilities for each candidate before a selection is made. Adjunct faculty members are hired with equally careful attention to meeting minimum qualifications or equivalencies. They are evaluated at least once every three academic quarters in which they are contracted.

In addition to our full-time faculty membership, each division utilizes the talents of part-time faculty members to deliver instruction. These faculty members meet the qualifications stipulated in Article 13 of the AFT-Yakima Collective Bargaining Agreement and have been interviewed and approved by the dean and members of the department in which they desire to teach. For faculty in the Workforce Education Division, the SBCTC requires that colleges certify professional/technical staff and faculty as provided by WAC 131-16-070 through WAC 131-16-095.

The philosophy behind the curriculum management structure at YVCC has rested on three main tenets: faculty responsibility, documentation of student learning, and efficiency in processes. The actual structure for managing the curriculum has undergone changes as differences in opinions on how to apply this philosophy have emerged with changing faculty and administrative leadership. Curriculum committees have the responsibility to review and recommend curricula developed by appropriate faculty members and/or administrators for content, methods, and student learning outcomes, and to recommend adoption or rejection to the President. Curriculum committees review course outlines that specify content, methods, and student learning outcomes. The president has the final authority over proposed curricula as designated by the Board of Trustees. The curriculum management structure has been outlined in each of the AFT-Yakima Collective Bargaining Agreements.

In 2001, curriculum was overseen by a single Curriculum Committee. This committee included representation from Arts and Science, Workforce, and Basic Skills programs and their respective deans. It was convened by the VP of Instruction.

In 2003, the college separated this committee into two committees which convened bi-monthly and met quarterly in a Joint Meeting of the Curriculum Committees to share information. The

two committees were an Arts and Sciences Division Curriculum Committee representing all Arts and Science Division departments and courses offered through Counseling, Library, and Physical Education departments; and the Workforce Education Division Curriculum Committee which was comprised of representatives from Professional Technical programs and the Basic Skills Department. Both the Arts and Science and WED curriculum committees were chaired by their respective deans. There were two rationales for this change. First, it was noted that there were significant differences in the kinds of accountability required for transfer and workforce programs, with workforce programs dealing with numerous outside bodies while transfer programs were largely accountable to ICRC. Faculty members felt that instructors operating under similar outside demands were better able to comprehend curriculum changes for related programs than those with little or no familiarity. Second, workforce programs needed to adopt and modify curriculum much more frequently and rapidly to reflect industry changes. Focusing the curriculum committees on similar areas helped expedite the curriculum approval process because faculty members were more familiar with requirements and formats. Each committee established division handbooks related to curriculum²⁰.

The curriculum management structure was altered again in spring 2010 when a separate curriculum committee was established for the Basic Skills Division, thus creating three curriculum committees that convened quarterly for a Joint Meeting. The Basic Skills Curriculum Committee included representation from Adult Basic Education, English as a Second Language, and Worker Retraining programs; it was led by the Dean of Basic Skills. The rationale behind this change was similar to that used to create the two existing committees; there was enough of a difference in outside demands that Basic Skills could operate more effectively and efficiently as its own committee. In 2010, the Basic Skills Division began work on a curriculum handbook.

In spring 2009, a new Course Impact Form²¹ was developed and adopted. This form includes the title, course number, credit hours with justification, course objectives, class capacity, distribution request, lab fees, and methods of assessment. All departments proposing new or revised courses or programs utilize this form. Additionally, a team is working on development of a common Course Outline Form. As the college reviewed and revisited the curriculum management structure, it became apparent that there were gaps in accountability for student learning outcomes that were an outgrowth of a separate system of approval and understanding of the shared impact of curriculum decisions on other programs of study.

In 2001, the college had established college-wide Abilities that were utilized by all divisions and departments. When the curriculum committees were separated in 2003, the Arts and Sciences Curriculum Committee continued to develop the Abilities in an attempt to make them more explicit in the curriculum. As previously stated, the Abilities were reduced from eight assessed and practiced Abilities to two Abilities in 2009. The Arts and Sciences Assessment Committee, in conjunction with the Arts and Sciences Curriculum Committee, worked to revise the Abilities to make both Analytical Reasoning (AR) and Communications (C) part of every Arts and Science college level course offered at YVCC.

The WED and Basic Skills Curriculum Committees ensured that their departments were in compliance with both YVCC expectations for the development and revision of curricula and with the expectations of their respective program accreditation bodies. Workforce programs

varied in the language used to describe their student learning outcomes. All WED degree programs included competencies in Human Relations, Communications, and Quantitative Reasoning in addition to competencies relative to the particular profession and related program of instruction. Basic Skills courses aligned with the Washington State Learning Standards as directed by the Council on Basic Skills.

Following Assessment Workday in April 2010, a cross-curricular team of faculty formed the Student Learning Outcome Task Force to identify institutional student learning outcomes. In fall 2010, YVCC adopted Communication and Analytical Reasoning as overarching student learning outcomes for the institution. Efforts are underway to document and assess these outcomes across the curriculum. These efforts are tied to the development of the new curriculum management structure and forms.

2.C.6 - Faculty and Library Resources

From each instructional division, a faculty member serves on the Library Committee as required by Appendix G of the AFT-Yakima Collective Bargaining Agreement. Staff and students attend information technology and library workshops that are offered on a regular basis each academic quarter (Exhibit). The library staff works in conjunction with faculty to establish a textbook reserve every quarter, ensuring that students have access to many course texts that they cannot afford or that are not yet available at the bookstore. Scholarly journals are available for students and faculty in all disciplines through several general databases. Numerous specialty databases provide access to leading scholarly journals for Workforce Education programs such as Nursing and Criminal Justice.

The SBCTC provides Questionpoint for every Washington State community college. All YVCC employees and students are able to ask and receive responses from professional reference librarians on a twenty-four-hour-a-day basis.

Media Services, a component of the library, provides media material to faculty for in-class instruction and makes films, DVDs, videos, etc. available for student viewing in the rooms adjacent to Media Services and through the campus network to computers in classrooms and offices on both the Yakima and Grandview campuses.

2.C.7 - Credit for Prior Experiential Learning

At YVCC, “prior experiential learning” is defined as credit granted for Advanced Placement, DSST (formerly known as DANTEs), CLEP, and International Baccalaureate examinations. YVCC faculty members determine the acceptable cut-off scores for granting credit for these examinations and periodically review these tests for validity and reliability.

As noted in the college catalog, credits may not be awarded until a student has successfully completed one quarter at the college. All prior experiential learning credits are recorded as “Satisfactory” grades. Credits are noted on the transcript by this qualifying exam. YVCC degrees limit the number of “S” grades to five, thus ensuring that less than 25% of any degree may be earned via prior learning.

2.C.8 - Transfer Credit

The college's transfer policies are located in the college catalog. The policies are based on the mandates of the transferring institution and are guided by an articulation process of the college with each transfer institution.

In 1996, the Intercollegiate Relations Commission (ICRC) approved the current guidelines for the Direct Transfer Agreement (DTA), which ensures that transfer degrees fulfill the general education requirements of participating baccalaureate colleges and universities within Washington State. This agreement allows students full articulation of an Associate of Arts degree with junior status and the flexibility to pursue any major subject to the specific requirements of the major.

YVCC offers the associate in arts degree, which meets the requirements of the DTA. There are two options available under the associate in arts degree: the Associate in Arts and the Associate in Science Degree, Transfer. The Associate of Science transfer degree allows students who want to major in science or engineering to take course sequences comparable to their counterparts who declare early majors at baccalaureate institutions. YVCC has several articulation agreements with four-year institutions that have guided additional transfer opportunities for students. All DTAs are outlined in the college catalog.

YVCC accepts transfer credits from colleges accredited by the commissions of colleges and universities as recognized by the Department of Education. The Registrar's Office conducts complete credit evaluation through the work of admissions personnel according to faculty direction and approval. The college recognizes and develops policy related to the state's Transfer Reciprocity Agreement (http://www.sbctc.edu/college/e_transfer.aspx) and annually publishes a Transfer Rights and Responsibilities statement in the college catalog.

Undergraduate Programs

2.C.9 - General Education

General education for transfer degrees introduces students to the content and methodology of the major areas of knowledge; requires competence in written and oral communication, quantitative reasoning, and critical analysis; and helps students develop the mental skills that will make them more effective learners. In addition, general education at YVCC offers interdisciplinary learning community options that help to focus on the interrelationships among fields of study.

All applied degrees and certifications requiring at least 45 credits must have a curriculum that fulfills general education requirements in the areas of computation, communication, and human relations. Many of the programs, for example, require PTECH 115: Applied Math or BA 115: Business Math to fulfill the computation requirement. PTECH 115 is structured as individualized modules that enable students to gain competencies that meet specific program requirements for math calculations, such as drug calculations for nursing or proportions and ratios related to automotive technology. In the area of communications, most programs require BA 138: Written Business Communications, PTECH 120: Technical Writing, or English 101.

The human relations component is fulfilled through BA 220: Human Relations in the Workplace or other coursework that has competencies embedded in program curricula.

The transfer degrees include basic academic skills and distribution requirements (Natural Sciences, Humanities, and Social Sciences) designated by the Washington Intercollege Relations Commission for direct transfer within the state. Students earning transfer degrees from YVCC are conferred preferential admission to state baccalaureate institutions, as well as junior standing with recognized completion of lower-division general degree requirements.

2.C.10 - Learning Outcomes in Transfer Degree Programs

Transfer Associate Degrees are focused upon the content and methodology of the major areas of knowledge and the competencies for independent learning. Student learning outcomes in Arts and Sciences are expressed in two Abilities, Communication and Analytical Reasoning. These Abilities have been selected from a more extensive list that resulted from faculty discussions during the previous two decades, through a process that is discussed in the Arts and Sciences section on assessment. Faculty members have developed rubrics for articulating both curriculum foci and student learning outcomes and have utilized these rubrics to analyze student performance²².

The Division of Arts and Sciences has an annual program update process that provides data on multiple aspects of each department, identifying areas of strength and challenge in the division and providing areas for improvement for the next year. Division goals and priorities are determined each year based on this data. Each department is subsequently encouraged to set goals and objectives that align with those of the division, which in turn aligns with the institutional mission and core themes.²³

Faculty discussion and collaboration on assessment initiatives is accommodated during the academic calendar on assessment workdays normally held during the fall and spring quarters; classes are cancelled on these days to allow faculty maximum time to focus on assessment projects. In spring 2008, the Arts and Sciences Assessment Committee was created and is composed of five faculty members and the Dean of Arts and Sciences. This work group is charged with recommending change and direction for assessment work for the division. The mission for the group is to prepare the division and the college for ongoing assessment and regional accreditation. The overarching goals for the committee include: 1) Address classroom-based assessment and determine course of action; and 2) Self-study preparation and organization.

In 1994, YVCC faculty and administrators began discussion on what it meant to be a YVCC graduate in terms of acquired knowledge and performance. This dialogue was institution-wide and led to the development of an Abilities-based curriculum for all academic and technical programs. Faculty members identified eight Abilities that students could practice during their time at YVCC. After this identification, faculty members revised, redesigned, and strengthened assignments to reflect these Abilities and incorporate them into their courses. Course outlines of record were revised to include Abilities—both those that were to be practiced and assessed.

As noted in the 2001 self-study, the Arts and Sciences division was challenged to resolve how Abilities and degree requirements should be reconciled in two-year transfer degrees. To address

this, the division appointed a faculty committee to review this conundrum and a one-credit capstone course was proposed. This course would have allowed students and instructors the ability to assess student progress in developing Abilities across the degree. The complicated circumstances surrounding the implementation of such a course left it in the development stage, and it never received additional traction among faculty.

Since 2001, the Math and English departments have each developed tools to assess college-level math and writing. The greatest success has been in the English Department with mid-program assessment and the relationship to the accuracy of a student's placement.

In 2003, faculty in the Arts and Sciences Division determined that it was realistic to focus the assessed Abilities from eight down to three (Analytical Reasoning, Communication, and Problem Solving). It was decided that the other Abilities are emphasized and valued in the curriculum, but not systematically assessed across the curricula. The general education section of the catalog was revised to reflect this change.

With the assessed Abilities identified, work began on how to assess student work within the three Abilities. The Arts and Sciences faculty agreed on common rubrics or scoring guides to assess AR, C, and PS across the degree. Between 2003 and 2004, 22 faculty members participated in pilots that adapted AR and C rubrics to assignments in their classes. Throughout that year, faculty involved themselves in work related to this endeavor. At the end of 2004, all full-time faculty were asked to adapt the AR, C and/or PS rubrics for use in at least two major assignments in the coming year.

Since 2002, the English Department has held annual retreats to focus on the assessment of college-level writing performance and how such assessment might inform curriculum development in the entire writing sequence, including developmental courses.

In 2008, the Assessment Committee began work to overhaul the Abilities-based curriculum. During fall 2008, the committee polled the entire Arts and Sciences faculty about the future direction of assessment through the lens of Abilities. The general consensus from the faculty was to stay with the Abilities as a means of assessment, and 68% of those polled supported change to the current Abilities composition. The Assessment Committee then worked on revising the current structure of the Abilities to ensure they were all assessable. The committee also set out to create a mechanism that would track the use of Abilities that would demonstrate the value added for students. Since 2005, the Abilities Tracking System (ATS) has been implemented, and faculty members have been encouraged to upload assignments and use commonly normalized rubrics to assess scores. The ATS, although a very useful tool for tracking participation, did not meet the needs of faculty in creating relevant measurable data through an Abilities-based curriculum. This fact, coupled with changes in divisional leadership, meant the ATS became a little-used tool, and faculty expressed desire for a different mechanism.

In 2008, with the revisions to the Abilities themselves, there also came time for an investigation into a different tracking mechanism. After nearly a year of investigating a variety of assessment tools, in fall 2009 the Assessment Committee made the recommendation that multiple tracking measures were necessary, as only one method of assessment would not tell the complete story.

The Assessment Committee has recommended two methods: 1) A Pre/Post Test that would be administered to the entering student cohort and then at the tipping point of graduation, and 2) A portfolio chronicling student work with assignments that assess the Abilities. The portfolio project was piloted in spring 2010, with refined implementation in fall 2010. The CLA pre-test was administered fall 2010, and the post-test was administered at the conclusion of spring quarter 2010. Data from this pilot year is to be analyzed in fall 2011. These Abilities and ties to the transfer degrees are published in the annual college catalog, course outlines of record, and class syllabi.

2.C.11 - Related Instruction in Applied Degrees and Certificates

All applied degree and certificate programs and courses identify appropriate student learning outcomes²⁴. Program outcome statements describe, within a broad context, skills that a student should be able to apply in a particular industry or career area²⁵. Students acquire the program outcomes, related skills, and knowledge by completing all courses required for a degree or certificate in a particular program. Each course also contains outcome statements that describe skills a student will be able to apply following completion of the course. The course outcomes are acquired as a student completes assignments that assess attainment of course objectives²⁶. All outcomes are addressed in the course outlines of record and course syllabi. Program objectives/outcomes are reviewed annually in each department. Curriculum changes and modifications, policy changes, changes in teaching delivery/methods, etc. are based on this annual program assessment.

Workforce Education programs are reviewed on a yearly basis through self-study assessments that are recorded on a self-study template²⁷. All departments have completed annual assessment reports since the last accreditation cycle. They have continued to include goal categories that incorporate divisional and institutional goals.

2.C.12-15 Graduate Programs

YVCC does not offer graduate programs.

2.C.16 - Compatibility of Continuing Education and Non-Credit Courses with Mission and Goals

Consistent with its mission, YVCC offers continuing education opportunities for the communities that the institution serves. These offerings provide training for upgrading job-related skills, as well as personal and cultural enrichment. They also serve as an outreach strategy for particular departments and the college as a whole.

2.C.17 - Academic Quality, Assessment, and Faculty Role in Continuing Education and Non-Credit Courses

Continuing education offerings fall into two categories – Category 1: Credit and Non-Credit Courses and Category 2: Non-Credit Training Workshops.

Category 1: Credit and Non-Credit Courses are offered through each of the instructional divisions, monitored by faculty from relevant departments within the divisions, approved through the appropriate curriculum committee, and offered and evaluated in the same manner as

other courses offered by each instructional division. Examples include fly fishing, horseback riding, flagger training, Chinese language, and forklift driving.

Category 2: Non-Credit Training Workshops are offered by each instructional division, the Grandview Campus, and the Technology Services Department. These workshops are generally short, most lasting only a few hours, and are offered in response to local interest. Some are training sessions offered for the benefit of YVCC employees, but also made available to the general public. Examples include general computer workshops, training on Microsoft Office products, First Aid/CPR training, pesticide application, and Mandatory Alcohol Server Training (MAST). These training workshops are monitored by the faculty and staff of the sponsoring department and are evaluated via informal surveys. Due to their short-term and transitory nature, they are not included in the curriculum process as a course would be.

2.C.18 - Granting of Continuing Education Units

YVCC follows OSPI guidelines regarding the offering of continuing education units for state teacher certification. The Dean of Workforce Education is supported by the OIE Director in overseeing approval of agendas, syllabi, and educators involved in CE offerings. Credit is granted by the approved trainer based on attendance hours and completion of required materials. Participation records and supporting documentation is maintained by the OIE Director.

2.C.19 - Maintenance of Records

Records identifying the number and type of Category 1: Credit and Non-Credit Courses, as well as the specific learning outcomes for each course, are recorded with all other college curriculum. Enrollment records for all Category 1: Credit and Non-Credit Courses are created and maintained in the Student Management System (SMS) as they are for any other courses offered at the college.

Records indicating title, topic, and enrollment for Category 2: Non-Credit Training Workshops are maintained by the sponsoring division or department. Records for CEU-approved activities are housed in the OIE.

e. Standard 2.D: Student Support Resources

2.D.1 - Programs and Services that Support Learning

The goal of YVCC's student support services programs is to create and maintain a student-centered, supportive atmosphere in which students are guided to the appropriate support services with sensitivity and responsiveness. To this end, the college participates in and offers a variety of programs and services aimed at increasing opportunities to attend college and to succeed once enrolled. These programs are housed in several areas under the supervision of the Vice President of Instruction and Student Services.

A variety of data and sources are accessed to provide input into the development and refinement of these programs. Many of the programs track utilization through the TutorTrac program, enabling the college to research potential correlations between types/hours of utilization and student outcomes. The Incoming, Annual Fall, and Graduation surveys include questions about

the use of and satisfaction with support programs. Focus groups have been conducted to guide program development, understand feedback on surveys, and strategize program changes. Input from the community outside YVCC has been sought through advisory boards, partnership meetings, and surveys such as the Survey of High School Personnel conducted in 2007. These programs are continually monitored and revised for effectiveness.

College Outreach and Multicultural Services (COMS)

YVCC provides outreach services to the 18 school districts in the YVCC service area and to students enrolled in YVCC's Basic Skills programs. These efforts are funded by and coordinated with a number of college programs, including GEAR UP, Upward Bound, Student Support Services, ASYVCC student government, Title V Activity I: Outreach, and Achieving the Dream. The purpose of this outreach is to build relationships with students, families, and community organizations in the interest of increasing their understanding of the benefits of higher education, and to increase the percentage of high school graduation classes matriculating to college. Additional services include providing a variety of campus activities, summer camps, financial aid workshops, career planning workshops, campus tours, speaker's bureau contacts, and diversity programming. The COMS office staff includes a Director and Program Assistant who work closely with the Coordinator of Student Life, Registrar, Assistant Dean of Student Support, GEAR UP Director, UPWARD Bound Director, and Counselors to provide services and activities related to college attendance.

YVCC's COMS staff also reaches out to and coordinates efforts with other institutions of higher education with the goals of increasing successful completion of transfer degrees and requirements at YVCC and facilitating transfer to baccalaureate institutions and/or trade schools. Key aspects of transfer support include hosting transfer fairs and advising days and supporting the YVCC Transfer Club. Transfer fairs and advising days encourage and help create awareness of early planning for transfer. Students are able to meet with representatives from various institutions on campus who help them create transfer plans specific to the requirements of the individual institutions. The Transfer Club collaborates with campus programs and student clubs to identify participants for quarterly visits, campus tours, and advising at four-year institutions. Initial funding for this club was provided by the Title V grant that expires in 2012, and efforts are underway to ensure sustainability of these endeavors through partnerships with baccalaureate institutions, fundraising, and leveraging other funding.

Computer Labs

Computer labs are available for YVCC students to use during weekdays from early in the morning through early evening, hours varying by quarter. There are multiple labs on the Yakima and Grandview campuses, including over 30 computer classrooms and open labs in the Deccio Building, Sundquist Hall, and room L116 on the Grandview Campus. More than 66,000 visits were made to computer labs in 2010-11, with students logging in more than 67,000 hours of use. Additionally, there are computers available for student use in the library and the math, tutoring, and writing centers as well as open kiosks in the HUB. Testing labs in the Deccio Building and on the Grandview Campus reported that more than 11,000 tests were administered in 2010-11. All computer hardware and software is supported by Technology Services.

Counseling and Advising Centers

The Counseling and Advising Centers on the Yakima and Grandview campuses offer several ways for students and prospective students to access counselors:

- Through scheduled appointments. All counselors have appointment times when students can schedule a specific time that fits into their schedule.
- Through drop-in visits. The counselors have built drop-in times into their weekly schedules, when students can walk in and be seen by a counselor during open hours of the center.
- Through email inquiries. Identified counselors spend time each day answering academic questions through email inquiries from the webmaster link on the college's web page.
- Through Student Development (SD) and College Academic Skills (CAS) courses. Several SD and CAS courses are offered quarterly to students who need additional focus in academic areas: SD 075: Navigating for College Success; SD 120: Learning Skills; SD 140: Winning at College; SD 111-114: Specific Learning Skills; SD 105: Career Planning; CAS 158: Introduction to Distance Learning; CAS 106: College Seminar; CAS 180: Library Literacy in the 21st Century.

In addition to their academic guidance, faculty counselors also offer short-term personal counseling services for all enrolled students. The goal is to provide a service for students who find that personal issues are interfering with classroom performance. Students who appear to have long-term counseling needs are referred to non-college counselors. Many referrals are to a local non-profit, Central Washington Comprehensive Mental Health. Counseling discussions are confidential. The counselors' academic and professional credentials are published in the college catalog. The Dean of Student Services consults with the Counseling Department Chair regarding supervision of the Counseling and Advising Centers.

Disability Support Services

YVCC provides access to all college programs and activities to students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. Disability Support Services (DSS) strives to ensure barrier-free facilities for individuals with disabilities, provides appropriate accommodations for students with documented disabilities, and informs the campus community on issues regarding disability accommodations. Approximately 130 students are registered with DSS each quarter, of which about 75% request and receive classroom accommodations. The DSS program personnel notify the instructors for classes in which DSS students are enrolled about approved accommodations; provide assistance with accommodations, such as proctored testing and books on tape; and follow up with students and faculty about the relative success of the accommodations in addressing the students' needs. The DSS program is directed by the Assistant Dean for Support Programs.

GEAR UP

YVCC has participated in the federally funded GEAR Up program with a variety of partners since 2001. The most current program, GEAR UP for Yakima, was a federally funded partnership of the Yakima School District, Yakima Valley Community College, Central Washington Comprehensive Mental Health, Yakima Family YMCA, and the Yakima Chamber of Commerce. This partnership was effective from September 2005 until September 2011. The

purpose of the program was to increase the number of low-income Yakima School District students who are prepared to enter and succeed in postsecondary education. This program served a cohort of students made up of the entire graduating classes of 2011 and 2012 from the Yakima School District; although the actual number of students in the cohort fluctuated daily based upon student enrollment, the number of students remains fairly close to 2000 – 2200. There was no formal enrollment process; any Yakima School District student who was part of the graduating classes of 2011 or 2012 was automatically part of the program. YVCC’s GEAR UP program is overseen by a GEAR UP Director who reports to the Assistant Dean for Support Programs.

GEAR UP services provided by YVCC at no cost to students or their families included the following:

- Tutoring services offered at A.C. Davis High School, Eisenhower High School, and Yakima On-line
- Recognition of students for academic achievements
- Exposing students and their families to postsecondary options, preparation, and financing opportunities
- Student activities with the goal of supporting progress toward graduation and postsecondary opportunities
- Improving basic core academic skills with emphasis on graduation, WASL, PSAT/SAT, and ACT test scores
- Activities and events designed to instill leadership and perseverance qualities
- College fairs, tours, and resident camps
- Workshops for students and parents focusing on career exploration, college readiness, financial aid options and processes, college tours, and college life
- Assisting parents with meeting their educational goals
- Assisting students and their families with financial literacy

This academic support program provided services tailored to address particular needs of low-income, underprepared students in their preparation for postsecondary enrollment. The program maintained a bilingual staff to meet the needs of monolingual or English language learner students. Throughout the program, parental involvement was encouraged through various programming, workshops, and correspondence. Future projects of a similar nature will be pursued.

[Math Center](#)

YVCC initially developed a math center on the Yakima Campus as part of a Title III grant in 1994. Hours of operation and services to students subsequently were expanded with the first Title V grant in 2002. In 2008 the new Math Center was included in the Glenn Anthon construction. The Math Center on the Grandview Campus is located in room L102 in the main building.

Students may receive free tutoring and/or assistance with mathematics through the Math Centers. The centers are staffed by a mathematics instructor and some student tutors. The centers are furnished with tables for group or individual study and computers on which is loaded mathematic software. Textbooks, CDs, and student solution manuals are available for most classes offered at YVCC, as well as resource books, calculators, graph paper, rulers, and other “mathematically-related” supplies.

MESA Tutoring

As a partner in the Washington MESA Community College Program (MCCP), YVCC provides math, engineering and science academic enrichment to community college students so they excel academically and transfer to four-year institutions as math-based majors. The program establishes academic-based community centers at campuses where most students are commuters and opportunities for peer support and information-sharing are scarce. The program is supported by industry, so students learn firsthand about career options and learn about scholarships, internships and special programs.

The main components of the WA MCCP include the following:

- **Academic Excellence Workshops** – Students are scheduled in the same core math and science classes and taught how to maintain high academic outcomes through group study.
- **Orientation course** – The class teaches college survival skills to incoming students majoring in math, engineering and science.
- **Academic Advising/Counseling** – Students receive individualized guidance on classes and develop multi-year plans to ensure that they take courses in the most effective sequence to transfer in a timely manner.
- **Student Study Center** – This dedicated multipurpose space used for study, workshops and information sharing is a key element in building a close learning community.
- **Assistance in the transfer process** – MESA offers workshops on applications and counseling and field trips to universities.
- **Career advising** – Students are exposed to different math, engineering and science career options through industry mentors, field trips, job shadowing, career fairs and internship opportunities.
- **Links with student and professional organizations** – These resources provide mentors, guest speakers and tours of companies.
- **Professional development workshops** – Students participate in mock job fairs; learn resume preparation and interview skills; and learn how to find part-time, full-time, and summer employment.
- **Industry Advisory Board** – Corporate representatives, including many MESA alumni, participate on the board and provide scholarships, strategic planning, special summer internships, field trips and other resources. The board serves as a valuable connection between students and companies who need technical professionals.

At YVCC, the MESA Center is located in the library’s tutoring center. There is a designated space in there.

Running Start

YVCC offers the dual-enrollment Running Start program on both the Yakima and Grandview campuses. Running Start is a state-funded program that allows high school students to enroll in college courses to complete high school graduation requirements. This program provides advising and course registration for students who meet the YVCC Running Start eligibility requirements. Prior to the 2011-12 academic year, Running Start students needed to have placement scores at the college-level for Reading and Writing on the COMPASS[®] placement exam; there were no required Math scores. Beginning in fall 2011, high school students will need to place into English 101 and Math 085 (beginning Algebra) to be admitted into the Running Start program. The Running Start program is overseen by the Running Start Coordinator, who reports to the Dean of Student Services. The Running Start Coordinator maintains a current web page; offers several new student orientations on a quarterly basis; provides Running Start students with information about support services; participates in spring information nights at local high schools; coordinates information with high school counselors and administrative staff; and publishes a quarterly student newsletter. Running Start students make up about 5 percent of the student population. In 2010-11, 42 students graduated from both their high schools and YVCC simultaneously.

Tech Prep

YVCC offers the dual-credit Tech Prep Program in tandem with sixteen school districts: East Valley, Ellensburg, Goldendale, Grandview, Highland, Kittitas, Mabton, Naches, Selah, Sunnyside, West Valley, Mount Adams, Toppenish, Wapato, Yakima, and Zillah. Prior to the 2011-12 academic year, Carl D. Perkins IV grant funds were available to support a Tech Prep Coordinator who ensured that articulated courses met YVCC outcomes and objectives, and that electronic grade transmittal processes were followed. These funds were eliminated in the 2011-13 biennium. The Tech Prep Program is overseen by the Dean of Workforce Education.

TRiO Student Support Services

The TRiO Student Support Services (SSS) federal grant program serves 200 students who meet the criteria established by the Department of Education of low-income, first-generation college students and students with disabilities. The purpose of SSS is to help students persist through graduation and transfer to baccalaureate institutions. SSS provides wraparound support services, including one-on-one tutoring, a success-coaching model of advising, counseling, college success workshops, and transfer assistance for participants. TRiO SSS serves students on both the Yakima and Grandview campuses. While the college has continuously operated an SSS program for more than 30 years, the current grant provides funding from 2010-2015. The new program focuses on identifying incoming students who meet the SSS criteria, offering them a comprehensive orientation process that includes registration into first quarter learning communities that combine developmental English with a college success course and the appropriate math course. The college success course, SD 075, was created specifically to address concerns of underprepared, low-income, first-generation college students. It includes sections on personal management, career options, education planning, study skills, and financial planning for college. Workshops, social events, and advising/counseling activities are offered to bring students together on a regular basis after their first quarter learning community experience. The SSS program is overseen by the Assistant Dean for Support Programs.

TRiO Upward Bound

YVCC has hosted the federal TRiO Upward Bound program (UB) since 1978. UB is available to Sunnyside, Granger, Toppenish, and Wapato high school students who demonstrate a family income within 150% of the federal poverty level as published by the US Department of Health and Human Services and/or will be first-generation college students. The primary goal of UB is to increase the rate at which participants enroll in and graduate from institutions of postsecondary education. UB is overseen by the Assistant Dean for Support Programs. UB provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign language during an intensive six-week summer residential program. Throughout the year, UB services include: tutoring, learning skills classes, one-on-one senior pre-college advising, campus tours, mentoring, service learning, cultural enrichment, and work-study programs. UB serves 85 or more students each year. An annual assessment of participant academic needs using the PLAN and ACT standardized tests tracks student progress and provides formative skills for test preparation. UB encourages parental involvement through parent workshops, family events, and correspondence.

Tutoring Centers

Located within the Raymond Hall Library Building in Yakima and in L101 & L102 in Grandview, the Tutoring Centers on the two campuses offer tutoring services to all registered YVCC students. The centers offer and coordinate a variety of academic support services, with priority placed on providing support for those courses in which students typically struggle. Drop-in tutoring is arranged for numerous subjects, including but not limited to accounting, American Sign Language, biology, chemistry, economics, mathematics, physics, and Spanish. The majority of tutors are students who previously took the course for which they are tutoring and received a B or higher grade. Tutors must be approved by faculty members and must participate in ongoing training. YVCC also participates in the Northwest e-Tutoring Consortium to provide online services that include synchronous and asynchronous tutoring, as well as an online writing lab. The Tutoring Center is funded through various sources, including grants, student fees, and activity funds. The Tutoring Center is overseen by the Associate Dean of Student Support Programs.

Writing Centers

YVCC initially developed a writing center on the YVCC Main Campus as part of a title III grant in 1994. Hours of operation and services to students subsequently were expanded with the first Title V grant in 2002. In 2008 the new Writing Center was included in the Glenn Anthon construction. This new space includes meeting areas for individual writing consultations as well as student writing groups, a small set of computers, a reference library, study space with couches, and a staff conference room. The Writing Center on the Grandview Campus is located in room L101 of the main building. This space includes meeting areas for individual and small group consultations, a computer bank, and a reference library. Additionally, YVCC offers an online writing lab for students who are unable to make it to the centers during open hours or who prefer the convenience of an online format.

The writing centers support student writers of all levels of experience and writing skills across the curriculum. Students can make appointments for one-to-one consultations or drop in for writing assistance. Hours of operation are generally from early morning until late afternoon M-F

with extended evening hours offered several days per week. The writing centers are overseen by two full-time English faculty members and staffed by a combination of professional staff, student consultants, and volunteers.

Use of the Yakima Campus Writing Center has increased in the last ten years. For example, at the end of 2001, the Yakima Writing Center reported quarterly averages of 1600 student visits, 600 face-to-face writing consultations, and 20 online writing consultations. As of spring 2011, quarterly averages in the new Glenn Anthon location have risen to 2700 student visits, more than 700 face-to-face consultations, and 40 online writing consultations. Student computer use in the center has dropped, however. It was discovered that in the new location, many students logging into the center were merely using computers to print their papers hurriedly before class to the significant disruption of consulting services. Consequently, the director removed half the student computers and established a policy of computer use being limited to the development of writing projects, especially before and after a consultation. Reduced computer use had a positive effect; fewer student visits for computer privileges was accompanied by an increase in writing consultations, allowing for a more appropriate use of the center.

In the past ten years, use of the Grandview Writing Center has grown significantly. During the 2000/2001 academic year, the Grandview Writing Center reported a total of 87 students using the writing center, with roughly half of them being English 085 students and the other half walk-in students. The recorded number of contact hours was 524 for that year. At the end of the 2010/2011 academic year, Writing Center log sheets indicated that 338 students actually met with consultants for a total of just over 1,639 contact hours. The Grandview Writing Center adopted policies to allow walk-in students to use the Writing Center to work on writing projects independently of consultants, resulting in more students and use-time recorded by Tutor Trac. Use of the Grandview Writing Center was recorded by both Tutor Trac and a written log sheet. The writing Center log sheets tracked the actual time when tutors were engaged with students, and Tutor Trac kept track of individual student usage regardless of whether or not a tutor was engaged. To date, there has not been a need to discourage use of the Writing Center as a computer lab in Grandview; however, that option could be explored in the future if that use interferes with tutoring.

2.D.2 - Safety and Security

YVCC employs security officers who are responsible for the enforcement of YVCC, local city, state, and federal rules, regulations, and policies relating to parking, criminal offenses, emergencies, and security issues. Suspected criminal offenses at YVCC facilities are referred to the police department in that community. Required disclosures are available on the YVCC website and in the Fall Quarterly Schedule in compliance with the Student Right To Know and Campus Security Act (Public Law 101-542) of 1990, Higher Education Opportunity Act (Public Law 110-315) of 2008, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20.U.S.C. 1092)f.

The college has a Campus Safety Committee (WAC 296-24-045) for the purpose of detecting and eliminating unsafe conditions and work procedures. The committee generally meets monthly and includes one elected classified staff member, one elected faculty member, and one appointed exempt employee from Arts & Sciences Division, Workforce Education Division,

Student Services Division, Library, Technology Services (classified & exempt only), Business Services (classified & exempt only), Maintenance / Operations / Security (classified & exempt only), and Human Resource Services. In addition, the safety officer is a nonvoting member. More details about security are included in 2.G of this document.

2.D.3 - Recruitment and Admissions

As an open-door institution, YVCC predominately relies on outreach and public relations efforts to inform the public about opportunities available at YVCC, rather than on directly recruiting students. Examples of outreach include offering and/or participating in college fairs; running professional-technical program advertising in local theatres; hosting information nights about Running Start; hosting the Annual Career Fair; and sponsoring financial aid workshops. YVCC directly recruits Athletes and International Students. Coaches attend games and events throughout the Northwest to encourage athletes to apply to YVCC and play on teams. Limited scholarships are available for athletes. International Students have the opportunity to live on-campus in YVCC's Student Residence Center and participate in cultural events.

The admission process is established by the State of Washington (RCW 28B.50.020) and is governed by the State Board for Community and Technical Colleges (RCW 28B.50.050). True to the mission of community colleges nationwide, YVCC is an open-access institution, which means any age-eligible person who can benefit can be allowed admission the college.

Any student pursuing a transfer degree or professional/technical program must complete a YVCC application and pay an application fee. Application fees help to offset the general cost of admission services. Application fees are waived for Basic Skills students per guidance from SBCTC. Admissions acceptance letters include instructions for taking a placement exam and scheduling attendance at a mandatory new student orientation session.

Placement Testing is required for all full-time students and/or students who intend to enroll in college credit English courses, math courses, or other courses with a placement test score requirement must take the COMPASS[®] placement test in Reading, Writing and Math. YVCC faculty members have set prerequisite scores for placement into English, math, and other college courses. The results of students' placement testing are used to design education plans appropriate to their academic skills and intended educational goals. Upon completion of the COMPASS[®], students are given a printout of their scores and directed to sign up for an orientation session.

New Student Orientation and Advising sessions are scheduled each quarter to provide basic information about program/degree offerings and college expectations and procedures. Teams of faculty, counselors, and student ambassadors meet with students in small groups to welcome and provide direction. During these sessions, the college catalog, schedule, and online services are introduced and students are advised regarding their first quarter and first year's courses and assisted with online registration. These sessions last approximately 2 ½ hours, ending with a tour of the campus and issuing of student identification cards. Separate orientations are focused on specific student groups, including Running Start students, TRIO Student Support Services students, and various professional/technical program students. Students unable to attend an orientation session have been required to meet with an appropriate advisor. A web-based version

of the orientation was piloted, but found to be inadequate and is currently under revision so that it can be used again in 2012-13.

Beginning in spring 2007, YVCC mandated participation in New Student Orientation for all incoming, first-time students who are pursuing a transfer degree or professional/technical program. This orientation process was developed as part of YVCC's participation in the national Achieving the Dream initiative. A team of faculty, staff, and administrators spent more than a year designing the service and has reviewed and revised the process quarterly since first implementation. The process is slightly different on the Yakima and Grandview campuses and for some select groups, but key elements are included in all orientations. The orientation process is slightly different in Grandview. On the day of orientation, Grandview students attend a new student orientation presentation provided by one of the Grandview counselors. At the conclusion of the orientation, a counselor assigns the students an advising appointment.

In its current iteration, New Student Orientation on the Yakima Campus is delivered by teams of faculty members, counselors, staff, and students. Participants are divided into groups of approximately 30 students with similar academic goals: transfer degree, workforce, healthcare, basic skills. Faculty advisors in those academic advising areas provide information pertinent to starting college and registering for the first time, as well as an introduction to an Advising Syllabus that guides them through essential student responsibilities related to successful and timely degree or certificate completion. Students are registered into appropriate courses and encouraged to participate in a student-led tour of the campus that includes noting where their classrooms are located. They may receive their YVCC ID card at this time and may apply for a parking permit. Students are encouraged to complete the Incoming Student Survey that provides information to the college about previous experience at YVCC and intentions.

2.D.4 - Program Review, Elimination, and Publications

YVCC's policies and procedures surrounding program review are clearly outlined in Articles 14.11-14 of the AFT-Yakima Collective Bargaining Agreement (Exhibit). The identified procedure includes provisions for notifying students and phasing out programs so that students who are in the process of obtaining certificates and/or degrees have an opportunity to so do if they meet the publicized timelines; this is currently referred as the "teach out."

2.D.5 - College Catalog

YVCC publishes an annual college catalog. The 2010-11 catalog includes the following contents:

- a. Institutional mission and core themes
- b. Entrance requirements and procedures
- c. Grading policy
- d. Information on academic programs
- e. Faculty and Staff credentials
- f. Rules, regulations for conduct, rights and responsibilities
- g. Tuition, fees, and other program costs
- h. Refund and withdrawal policies

- i. Financial Aid
- j. Academic Calendar

Throughout the academic year, changes in course descriptions and offerings are updated in the master course catalog in response to curriculum committee decisions. The master course catalog is maintained by the Office of the Vice President for Instruction and Student Services. The master course catalog may contain courses that, although approved through the curriculum committee process, have not been offered for a period of time and are, therefore, not included in the published catalog. The published catalog includes courses that are expected to be offered during the year for which the catalog is published. The catalog comes in both print and electronic formats, with quarterly online course schedules reflecting updates that occur after catalog publication. On an annual basis, all divisions and departments are asked to review and update the information included in the published catalog to ensure that it is accurate and current.

2.D.6 - Publications about Educational Programs

The college produces a variety of documents describing its educational programs and strives for complete accuracy in all publications. Degree worksheets and flyers include information about placement into the programs and the sequence of courses taken during a program. They also include information on potential employment options as well as program personnel and contact information. These flyers are located in department offices, division offices, and the Counseling and Advising Center, and are available online. Each summer, and as needed otherwise, these flyers are updated and distributed to advisors. With support from Perkins funding, the Workforce Education Division produces publications that relate information regarding national and/or state licensing regulations for all programs that offer certificates and/or degrees with an end-goal of industry certification or licensing. Some of these programs include the Allied Health Technologies of medical assisting, surgical technology, automotive service technology, dental hygiene, nursing, radiologic technology, and veterinary technology.

2.D.7 - Student Records and Retention Policies

YVCC follows applicable federal and state policies regarding the retention of student records. The President's administrative assistant serves as the college's retention specialist, available to train faculty and staff on current rules and regulations. The college maintains a secure storage site for physical records on the Yakima Campus to supplement programmatic storage. All records are stored in clearly marked boxes that include the identification of the contents and destruction date. The Maintenance Department monitors destruction dates and arranges confidential disposal per requirements. Archival records – those that are not to be destroyed – are stored at the Central Washington University's Archives in Ellensburg.

Electronic student records are stored on a YVCC server that is password protected. The back-up of student records is ensured via an SBCTC Information Technology Office procedure that backs up student files hourly.

YVCC abides by the regulations set forth by the Family Educational Rights and Privacy Act (FERPA). A booklet containing the college's FERPA policy is distributed to new staff and faculty²⁸. Before staff members are granted access to the college's Student Management System

(SMS), they are trained on FERPA regulations. All work-study students read and sign a privacy release form.

2.D.8 - Effective Program of Financial Aid

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. The YVCC Financial Aid office awards federal, state, private, and institutional grants, loans, scholarships, and agency support in accordance with state and federal guidelines. This includes monetary benefits for veterans and reservists of the country's armed forces. Scholarship announcements offered by private agencies are posted in the Student Services areas of both the Yakima and Grandview campuses. Scholarship notices may also be e-mailed to students and instructors when the scholarship appears to closely match YVCC student demographics. Applications for scholarships administered through the YVCC Foundation are made available for students on the college's website and in each campus's Student Services area. A listing of the scholarships administered by the YVCC Foundation may be found in the college catalog (Exhibit).

The Financial Aid Office is located in the Deccio Building on the Yakima Campus, with similar services available on the Grandview Campus. The Student Services Coordinator on the Grandview Campus provides students with information about assistance programs, including any relevant rules, processes, and deadlines. This coordinator assists students with the completion of financial aid and YVCC applications and provides information regarding receipt of awards. Students also have access to this information by using the college website and self-service student portal. Complex financial aid issues are referred to the Yakima Campus for service by telephone or e-mail.

2.D.9 - Repayment Obligations

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate and has observed that the default rate has risen during the past ten years, but is still far below the 25% threshold set for continued participation in the federal financial aid program. In the 2001 fiscal year the two-year student loan default rate was 7.2%; in fiscal year 2008 it was 8.8%. In 2006, the National Student Loan Data System (NSLDS) began a trial of publishing three-year student loan default rates. In 2006, the three-year loan default rate was 14.3%; in 2008, the last year for which data was available, the three-year rate was 14.8%. The official 2009 fiscal year rate was not posted at the time the self-study was completed. (Exhibit 2.D.9.a: NSLDS Cohort Default Rate History List)

Students requesting loans complete mandatory loan entrance and exit counseling sessions prior to borrowing and when their enrollment falls below half-time. Prior to summer 2010, loan counseling was provided by the Northwest Education Loan Association, a federally recognized, non-profit Federal Family Education Loan Program guarantor. As mandated by recent legislation, the college now processes all student loans through the federal government as Direct Loans. Auxiliary services such as loan counseling are still required, but are now handled by the government contractor. YVCC financial aid personnel are available by telephone, e-mail, or in person if students have questions.

2.D.10 - Academic Advising

Academic advising for students enrolled in credit-bearing coursework is primarily the responsibility of full-time faculty, which includes the faculty counselors. Non-faculty employees may also assist with academic advising, pending approval by the appropriate curriculum committee and then designation as either an advising specialist or a curriculum advisor. The credentials of all employees who advise are available in the college catalog.

Students are assigned an advisor upon admission. The dean of each instructional area makes faculty advising assignments based primarily upon the faculty member's program specialty.

All students receive some advising during their new student orientation session. At the orientation, students are encouraged to meet with their assigned academic advisors on a quarterly basis to ensure that they are taking the correct sequence of classes in order to reach their academic goals. This expectation is detailed in the student's Advising Syllabus.

Updates and trainings for faculty advisors take place during Convocation Week each year. New web-based tools for faculty are introduced and new pages for the Advising Handbook are distributed (Exhibit). To stay current on state degree standards, a member of the counseling staff attends quarterly meetings with the statewide Advising and Counseling Council and the Articulation and Transfer Council. Any changes to degrees, graduation requirements, and program requirements at the state level are shared with the faculty advisors. WED degree standards are determined by program specific accrediting bodies and/or by the SBCTC. WED program heads monitor and share course and/or program changes needed to maintain current, acceptable curriculum. Faculty counselors help faculty advisors maintain an Advising Handbook that includes the most current information about relevant academic requirements and transfer protocol.

In 2005, YVCC created the Advising Strategy Team comprised of deans, faculty, and staff from all college divisions. The ongoing goals for the team are to increase academic success, retention and completion rates, and the college's level of student support. From 2005-the present, this team has led efforts to accomplish the following:

- Introduced an online Education Plan in 2005-06, which allowed students and faculty a method for planning certificate and degree completion.
- Developed and implemented an Academic Early Warning (AEW) system in 2006-07. The AEW system was a Cooperative Title V-funded collaborative effort with Columbia Basin Community College and Walla Walla Community College. With the ending of the Title V grant, YVCC revised the system and hosted its own AEW beginning in fall 2009. With the opportunity to host our own AEW system, the decision was made to mandate advising for students receiving AEWs that identified missed test/assignment and low test/assignment scores. Students receiving these AEWs are prevented from registering for the subsequent quarter until they meet with their advisors.
- Revised the new student orientation based upon nationally accepted student development principles learned at a National Academic Advising Association (NACADA) institute. The training occurred summer 2007 and included a team of 19 faculty, staff, and administrators.

- Implemented an online Degree Audit in 2009-10. This replaced the online Education Plan developed in 2005-06. This degree audit program was developed by the State Board for Community and Technical Colleges' Information Technology staff. The new degree audit tool matches a student's transcript and registration data to the requirements for a selected degree or certificate; displays a student's placement or assessment test scores; stores notes for students or advisors; and enables students to create long-term educational planning.
- Implemented Mandatory Advising. Students identified via AEW as having both missed tests/assignments and low test scores/assignments were blocked from registering for the subsequent quarter until they met with an advisor and had the block lifted.
- Transformed New Student Orientation into a more interactive learning experience by placing students in groups of no more than 30 with a student who could speak to their personal experience as a new student.
- Developed a Welcome Event for the Thursday before the first instructional day of fall quarter 2010. The Welcome Event provided new students the opportunity to complete their last-minute preparations for fall quarter: buying books, finding their classes, obtaining parking permits, considering their program or degree intent and club participation, etc. The optional event is designed for interested students to drop-in any time during event hours. On September 16, 2010, the event was implemented at both the Yakima and Grandview campuses.

2.D.11 - ASYVCC Student Government

Student government membership and activities are documented and structured within the Associated Students of Yakima Valley Community College (ASYVCC) Student Constitution and Financial Code. On the Grandview Campus, student government roles are filled by the Grandview Student Council. Officers for both campuses are elected by the campus student body each spring. Orientation and training of officers is conducted as one group. The Grandview Student Council is advised by the Student Services Coordinator and the Yakima ASYVCC is advised by the Coordinator of Student Life.

Student Life Office

The Student Life Office provides broad-based programs dedicated to enhancing students' cultural, intellectual, social, recreational, wellness, community service, and leadership skills. Most activities are represented within the core theme of "Success." The Student Life Office also helps clubs and programs facilitate activities within college and state procedures, policies, and regulations. Student Life activity planning is coordinated from the Yakima Campus office with the Student Services Coordinator on the Grandview Campus.

Student Clubs

Clubs are often formed based upon academic interest and usually advised by full-time faculty. Student clubs are organized under the direction of the ASYVCC student government, and oversight is provided by the Coordinator of Student Life. Student government officers hold a weekly Senate meeting at which each club must be represented. ASYVCC officers also set forth requirements for financial record-keeping and other documentation. During the 2010-11 academic year, 24 clubs were recognized and funded through ASYVCC. At the beginning of

each academic year, club members solicit members by word-of-mouth, flyer distribution, and the hosting of information tables. The information tables are often hosted in conjunction with student government programs that include food, music, or other concurrent events. Club members must follow the same admissions, registration, testing, and financial aid policies as other students. In addition, they must adhere to the requirements set forth in the ASYVCC Constitution and Financial Code.

2.D.12 - Auxiliary Services

YVCC Bookstore

The Bookstore maintains stocks of required and recommended textbooks and supplies at the Grandview and Yakima campus stores. Textbook requirements and supply recommendations are solicited from faculty on a quarterly basis, with students able to access booklists online in advance of each quarter. At the Yakima store, sundries, gifts, supplementary reference books, computer software, study aids, and emblematic clothing are offered for the convenience of the campus community; however, emphasis is placed on support of the education mission. The Bookstore is organized within the Student Services Division.

Student Residence Center

YVCC offers students a residential option on the Yakima Campus. The Student Residence Center (SRC) includes two halls: Hopf Hall and Lyon Hall. Lyon Hall is reserved for students seeking full-time quiet hours. There are 136 rooms that serve 110-160 students at any point in the academic year. In addition to a fulltime manager and office assistant, the college employs custodians and program assistants specially trained to support the resident facility. The program assistants live at the facility. Since 2006, the SRC expanded to include a study lounge, student computer access, and improved public student areas (including new computers in the labs). A full kitchen was added to Lyon Hall and the kitchen in Hopf Hall was updated in spring 2010.

The manager of the SRC also provides leadership for the International Student Program (ISP) at YVCC. The ISP includes students from Mexico, Afghanistan, Japan, Korea, and other countries. Information regarding the program, application materials, and other resources is available in nine languages on the college's website and in print materials.

2.D.13 - Athletics

The Athletic Department is managed by an Athletics Director with the support of an Assistant Director in compliance with requirements set forth by the state, institution and athletic associations. YVCC started competing in intercollegiate athletics when the college opened in 1928. In 2010-11, YVCC offered and provided oversight of three sports for men (baseball, basketball, and wrestling) and five sports for women (basketball, softball, soccer, volleyball, and wrestling). Student athletes follow the same admissions, registration, testing, and financial aid policies as other students.

Although developing competitive teams is desirable, the importance of academic achievement governs participation in athletics. The importance of academic success is highlighted during orientations, and student athletes must participate in study tables at which their academic performance is monitored.

Student athletes follow the standard admissions, registration, testing, and financial aid policies. In addition to the institutional academic standards, student athletes must follow academic standards set by the sanctioning bodies of the Northwest Athletic Association of Community Colleges and the National Junior College Athletic Association. In their orientation to the college, athletes are exposed to the college's expectation that their role as a student precedes their role as an athlete. Athletes participate in study tables and their academic performance is assessed at multiple times throughout the quarter.

In accordance with the Equity in Athletics Disclosure Act, annual participation data by gender is available at <http://ope.ed.gov/athletics>.

2.D.14 - Identity Verification Process

Students enrolled in distance education courses and programs verify their identity through special log-in and password protocols that are supplied to them upon registration. Proctored examinations and tests are conducted on the Grandview and Yakima campuses, with students providing their student identification cards before entering the testing centers. Proctoring examination and tests for students away from the campuses is coordinated through the eLearning Manager. Given the increased demand for asynchronous testing and online courses, there has been a concern that the process for proctoring examinations needs to be revised. YVCC is currently experimenting with technology that may assist as well as working to identify processes and needed personnel to ensure a valid, faculty-supported procedure is developed and followed.

f. Standard 2.E: Library and Information Resources

2.E.1 - Access to Library and Media Services

The Library and Media Center offer resources and services to meet the educational needs of college programs in order to support YVCC students and faculty. In most cases, the librarians share in the responsibility for material selection for all disciplines, working closely with discipline faculty to ensure the purchase of appropriate materials for research assignments and in support of the curriculum. All YVCC faculty members are encouraged to submit material suggestions (print, non-print, electronic, and web resources). Funds are available to all new faculty members for the purchase of print and non-print library materials to assist with their course development. Utmost consideration is given to recommendations from faculty members as well as other college staff and students.

The principal responsibility of the library and media center is to provide information resources and services that advance the mission of the college. The library develops and integrates resources in a variety of formats, utilizing technologies that provide broad access to information in support of the curriculum of the college. The library provides reference and instructional services to foster students' ability to think critically about their information needs and successfully apply information tools and resources to meet these needs.

The YVCC Library's main location is in Yakima. Since the Grandview Campus opened, the library provided services through a very small collection of books, numerous electronic resources, on-line information literacy tutorials, a daily courier to deliver requested materials from the library and media center, as well as phone, email, and fax reference service. A joint City of Grandview and YVCC library will open on the Grandview Campus fall 2011.

District residents are welcome to borrow books, use any of the first floor study areas or second floor open study space, and access online resources when using designated computers located on the first floor of the library. Material and equipment housed in the media center and individual study rooms located on the second floor of the library are not available to the general public.

The faculty reference librarians keep current with new publications and web resources through reviewing services such as *Choice*, *Library Journal*, and *Baker & Taylor Title Source*. The Media Center employees keep current with new non-print and new products through online resources and print publications. Recent reductions in the library and media material budgets make input from faculty even more important. The present curriculum management structure (Workforce Education Division, Arts and Sciences Division, Basic Skills, and a joint committee) at YVCC affords the opportunity for a librarian to observe meetings, but they are not elected representatives. Minutes of the division curriculum meetings are readily available. The director serves on the joint curriculum committee, which meets quarterly. This committee is the forum for the three division committees to share approved curriculum change information, including course or program additions or deletions. When these changes impact library or media collections, every effort is made to provide appropriate print and non-print resources to support new courses or programs.

Information resources and services are provided in a variety of formats. In recent years, the number of electronic resources has increased. User accessibility to both electronic resources and our online catalog has been leveraged by the use of a federated search product. Prior to the library moving out of Raymond Hall on a temporary basis in 2007, the print periodical collection was carefully examined and unused print subscriptions or titles which were available electronically were discontinued and back files sold to periodical dealers. Periodical shelving was designed in the new building to accommodate substantially fewer print periodical titles. A similar process was used to deselect circulating book titles prior to the remodel/expansion project. Seldom-used or outdated titles were eliminated and sold at the library's annual book sale.

Faculty, staff, and students are able to access library resources and services both in person and remotely. The library maintains a website with database URLs allowing remote access to current students and YVCC employees. The website also contains information about the library, including hours of operation, procedures, services, online catalog, and peer-reviewed, course-related websites. The library offers *Question Point*, a reference service funded by the Washington State Board for Community and Technical Colleges. This service provides 24/7 access to a collaborative network of reference librarians throughout the world who can respond to reference inquiries. The sole obligation of YVCC to provide this service is two hours of online coverage per week by a faculty reference librarian. The library maintains an email and phone reference service primarily for YVCC students and employees on both campuses.

Computers with the complete Windows suite and internet access are available in Raymond Library and in Grandview for students who do not have a computer or access to the internet. Computers are also available in Raymond Library for members of the community. To assist in providing textbooks to students, Yakima Campus faculty are encouraged to place copies of their book(s) and supplementary material on reserve in the library. Raymond Library loans calculators purchased by the mathematics department and headphones for the computers. Grandview students or faculty may fax, email, or phone their requests to the faculty reference librarians, and the courier service enables the library to send materials to the Grandview Campus on a daily basis.

Employees may borrow videos and DVDs to preview or show to classes during normal Media Center hours of operation. Faculty, staff, and students are able to access Media Center videos and DVDs (including HD) from any college-networked computer, including those located in the library, six individual library study rooms, classrooms, tutoring centers, offices, and computers at the Grandview Campus. During the remodel/renovation project, a 12-channel, fiber-optic-delivered system replaced the 10-channel, closed-circuit, coax-cable television and intercom system which had served the Yakima Campus for approximately 30 years.

Although the library attempts to provide relevant materials needed for students' course work and faculty research, there are times when accessing the holdings of other libraries is necessary. The library website links to the *Wayfinder* part of the Washington State Library (Library Services and Technology Act [LSTA] funds) that funded internet access to the library collections of 250 Washington libraries and hundreds of other libraries throughout the world (an OCLC product). This service allows library patrons to view resources owned by other libraries which might be relevant to their research. YVCC provides interlibrary loan (ILL) and document delivery services free of charge for students, faculty, or staff, if there are no charges from the lending library. The library also has reciprocal borrowing agreements with other Washington community colleges.

The Media Center provides laminating and audio/video duplicating and/or conversion services. In support of Disabled Students Services (DSS), community volunteer readers are provided recording devices that enable them to produce textbook masters on either CDs or cassettes. The masters are used to generate audio copies of textbooks for students who have been approved by DSS. Several types of equipment are available to borrow, including cameras; laptops; LCD and other projectors; recorders; portable PA systems; screens; and a 30-user version of Quizdom. Departments that purchase *small and attractive* types of equipment are encouraged to house them in the center. These items are added to the online catalog and loaned to departmental employees via the Voyager circulation system. This is an attempt to promote inventory tracking, share use, and minimize duplicate equipment purchases. The Media Center has mobile carts with laptops and LCD projectors ready to be taken to classrooms without network connectivity or teaching consoles and as an emergency back-up system for classrooms with the consoles. A limited range of editing services is available, primarily combining files and/or improving the quality of a college-prepared recording.

2.E.2 - Planning Guided by Data

In order to provide the best and most appropriate resources and services for library/media users, numerous people have been involved in the library's planning processes. In 2006, funds were approved for the expansion/remodel project to begin in 2007. The director held open meetings, solicited feedback via email from all college employees, and met regularly with library and media employees. The responses and feedback were transmitted to the design committee. In addition to the director of library and media services, the design committee included the architects, engineers, college President, Director of Facilities, and Director of Technology Services. As outlined in the AFT-Y collective bargaining agreement, an elected library advisory committee provides input related to library/media services and resources to the Library Director and full-time faculty librarians. (The full-time faculty librarians automatically serve on this committee.) The committee's other role is to ensure the library supports the college mission by making suggestions for improving library services, recommending resources, and providing a forum for discussion of library/media issues. The members provide a channel of communication between the library and its constituencies.

Starting in 2007, plans were developed for a joint City of Grandview/YVCC Grandview Campus library with input from various stakeholders from each agency. Funds raised by both agencies were matched by Washington State fall 2011.

Annual user surveys of students are conducted in order to ensure that the needs of the students are being met. Formal employee surveys are conducted on a less frequent basis. When suggestions for change are made, the library staff analyzes these and implements them when appropriate. For example, based on surveys prior to the renovation/remodel project, students indicated the desire to have more quiet study spaces, as well as more comfortable seating spaces (conversation areas). These suggestions were incorporated into the building design. In response to requests for additional student computers, the library increased the number of student-use computers from 22 to 49. Meetings are held with the library and media staff to discuss the Library and Media Center mission, goals, and objectives. The director represents the Library and Media Center in Administrative Council, the Vice-President for Instruction and Student Services' bi-monthly meeting, and, if requested, at Dean's Cabinet meetings.

2.E.3 - Instruction and Support for Students

Library staff members work to ensure that once appropriate resources have been selected and services have been implemented, users know how to effectively utilize them. The library provides a series of scheduled workshops in fall, winter and spring quarters designed to provide students with the knowledge, skills, and tools to obtain information in many formats in order to identify, retrieve, and apply relevant and valid knowledge and information resources to their research. The faculty reference librarians collaborate with the classroom faculty to foster and encourage the incorporation of information literacy skills into the curriculum. Many faculty encourage students to attend library workshops and when time permits, class-tailored presentations are provided in individual classes. The librarians try to focus the tailored workshops on a specific assignment the students have been given. In the sessions, the librarians focus on selecting appropriate information resources, how to access the resources, how to search databases, citation formats, evaluation of sources, and how to use the sources in a legal and

ethical manner. All scheduled workshops are open to the YVCC community as well as the general public.

Scheduled workshops are evaluated by the participants. Questions raised on the evaluations are answered individually by the workshop presenter. The comments and suggestions are used by the presenters to improve the content, as well as the delivery methods of the workshops.

Individuals who come in to the library can receive one-on-one assistance with searching databases, locating materials, and using proper citation format. Distance learning students, as well as all students who do research from home, have training and support materials, such as PowerPoint presentations, help files, and online demos, available to them through Angel. Limited help and assistance is available on the library's website. The librarians also provide reference assistance over the phone, as well as through email and virtual reference (AskWA – reference 24/7). Librarians continually explore technologies to more effectively provide services to the patrons.

Faculty members also receive training in library and media services. Librarians, the Library/Media Services Director, and media center employees provide sessions during convocation week. All scheduled information literacy workshops are open to students, employees, and the community. New faculty are given information on library and media center services in letter from the director and are invited to come to the library and/or media center for one-on-one sessions to learn about the resources and services that support their subject areas. The library promotes itself to the campus community through articles in student publications and on the employee SharePoint site; through special events, such as a display fall quarter which coincided with *Banned Books Weeks*; a display that coincided with *Privacy Week*; and by rotating items on the new-book shelves and display.

Students, staff, faculty, and community members receive assistance from the library and media staff with checking out materials, returning materials, and understanding library procedure. Library staff members assist with tasks such as setting up wireless access (not available to community members), locating reserve materials, and printing. Media staff members assist with playing back videos and DVDs on computers on the YVCC network – including computers in Grandview – and overseeing the individual study rooms.

2.E.4 - Systematic and Ongoing Evaluation

The library and media staff evaluates the effectiveness, quality, and adequacy of resources and services to ensure the campus community's information needs are being met. In addition to the formal survey, information is gathered informally by listening to student and employee feedback about resources and services. Analysis of usage statistics helps ensure that resources are being utilized, including print, non-print, electric, and the facility itself.

g. Standard 2.F: Financial Resources

2.F.1 - Financial Stability

YVCC has a strong, centralized financial management staff managed by the Vice President for Administrative Services, who serves as the college's chief business officer. The Vice President is responsible for the integrity of the college's finances in accordance with generally accepted accounting principles. The Director of Accounting reports to the Vice President and is responsible for directing the operations of accounting, cashiering, accounts payable, accounts receivable, payroll, and investment management for the District. The Director of Budget Services reports to the Vice President and manages the budget development process; manages and inputs state allotments; creates fiscal projections; creates and maintains the campus operating line-item budget; and provides regular status reports to the Board of Trustees²⁹.

Assessing the effect of operations on reserve balances is a critical part of the budget development and monitoring process. The college maintains a minimum operating reserve in addition to capital reserves. The institution is dedicated to maintaining a funding reserve. Because the college has a long-term reserve practice, YVCC was able to handle a 2008 mid-year reduction in state funding necessitated by economic downturn within the state. Reserve funds covered these immediate reductions, which allowed for the college to systematically plan for further anticipated reductions. YVCC sought input from personnel about possible areas for reductions through a series of administrative and open-campus meetings, as well as through a Sharepoint, online site. As further reductions were necessitated in 2010, the same process was utilized.

Due to prudence and sound fiscal oversight, YVCC has a history of funding current operations within budget and without incurring debt. A realistic and conservative annual budget is created based on current enrollment trends, anticipated reductions, increases/decreases in state funding, tuition projections, and local fund planning numbers or actual awards. A signature authority policy is in place for both short and long-term financial and contractual commitments^{30 31}. YVCC makes good use of technology to disseminate timely financial information to campus fiscal managers.

The college has a long-established practice of limiting debt to lease-purchase agreements and certificates of participation (COP) with the Washington State Treasurer. Lease-purchase agreements are funded from annual operations. Currently, the college does not have any lease-purchase agreements. The college has one outstanding COP that was used to fund the remodel and expansion of the Hopf Union Building. This COP was funded with student/activity fees. Students voted to commit a portion of their annual revenue, as well as some reserve balances, in support of this project. The college has no plans for projects that would require the issuance of any further debt.

YVCC's Board of Trustees has adopted a conservative investment policy (Exhibit) that makes safety, security, and accessibility of investments the primary objectives to optimize earnings. As a result, sufficient funds to cover current obligations are maintained in a checking account, while another portion of funds is set aside in a municipal investor account. All other reserves are deposited in the Local Government Investment Pool (LGIP) certificates of deposit or in bonds.

All of these accounts are managed electronically. In addition, all cash deposits and investments are fully insured by the FDIC and the Washington Public Deposit Protection Commission.

2.F.2 - Resource Planning and Development Process

An annual budget is created based on current enrollment trends, anticipated reductions or increases in state funding, tuition projections, and local fund planning numbers and/or actual awards. The budget process plans for mandatory increases to current expenses, anticipated staffing changes, as well as requests for funding of new programs or projects that have been prioritized and approved by the budget committee. In developing and analyzing an annual budget, operating budget comparisons are made to past years and to the state system.

Daily enrollment reports provide quarterly information and comparisons to the previous year by division and campus³². Weekly reports provide current annual totals and comparisons to the previous year by quarter. Both reports show our state FTE enrollment target compared to our actual FTE. The Budget Office consolidates revenue information and provides monthly collection reports to the Vice President for Administrative Services, showing quarterly collection totals and comparisons over several years³³.

Because 84% of the budget is comprised of salary and benefits, the budget office reviews all new hires to ensure funding availability for all full-time temporary and permanent hiring commitments. Anticipated changes to benefits and salary are communicated to campus fiscal managers throughout the year via the Budget Office SharePoint site to assist them with development of proposals and budgeting³⁴.

Grants and contracts have provided, and are expected to continue to provide, a stable source of funding. Twenty-nine major grant awards and/or contracts, totaling approximately \$39 million dollars have been overseen by YVCC from 2003 to the present. The table of major grants and contracts shows a 64% increase in funding since the 2003-04 fiscal year³⁵. Due to the expanding role of the grant office, a grants and contracts management position was added in 2006 to ensure compliance with state and federal grant reporting requirements. A grant and contract routing process and routing form are readily available on our campus SharePoint site. Routing and signature approval are required for both grant proposals and final award documents. Routing documents include both narrative and budget information. Grant projected salary and benefits are reviewed by the budget office.

Other significant revenue sources, the campus bookstore, student resident center, and student ASB budgets, are reviewed by the budget office and Vice President of Administrative Services. These budgets are also presented to the Board of Trustees for approval in the spring of each year.

2.F.3 - Policies, Guidelines, and Processes for Financial Planning

YVCC's budget processes are described in the Administrative Procedure 1.03 Budget Development, Revision, and Payroll Expense Transfer Process³⁶. The Budget Committee consists of the Administrative Council (President, vice presidents, deans, and directors). This committee holds bi-monthly meetings, at which a timeline is developed for annual budget planning as well as budget crisis planning.

Budget request forms are submitted to Budget Committee members in January of each year. The person submitting the form must categorize the request as a mandatory increase (e.g., new program with new supply budget) or a requested-but-not-mandatory (interest in offering more sections), and must identify how the request aligns with the college's mission. Committee members solicit requests from their respective department staff and faculty members. The vice presidents gather this information and consolidate it into a prioritized list for committee review. The Budget Committee develops an institutional budget request that is disseminated through open-campus meetings in April and May and presented to the Board of Trustees in their May Study Session in anticipation of approval at their June meeting.

In addition to the communication during the budget planning process, when the state legislature is in session and during times of budget crisis, information and planning are shared through a number of ways: emails from the President; web-based discussion boards; department and division meetings; and open-campus forms. These strategies comprise an effort to include the campus community in the decision-making process. The Director of Budget Services compiles an annual budget booklet and distributes copies to all stakeholders. In addition, a budget update is provided each fall to the entire campus during Convocation Week.

2.F.4 - Accounting Principles and Internal Controls

As an agency of the State of Washington, YVCC follows mandated guidelines set out by the Washington State Office of Financial Management (OFM) and the State Board for Community and Technical Colleges (SBCTC). Guidelines are located in the Washington State Administrative and Accounting Manual (SAAM) and the SBCTC Fiscal Affairs Manual (FAM). The college maintains sufficient oversight and separation of duties to assure assets are safely kept. Furthermore, the college has a well-defined system of internal controls that is reviewed and updated regularly. Particular roles in the internal control process are clearly communicated by the appropriate supervisor.

YVCC uses a fully integrated accounting system designed and developed for the community colleges of Washington to record financial activity in compliance with generally accepted accounting principles and the rules and regulations defined by the Washington State Office of Financial Management. The Director of Accounting Services, on behalf of the college, actively participates in the state system to review and, when necessary, modify the system to keep current with changing accounting and reporting requirements.

SBCTC generates monthly, on-demand status reports for staff use in managing the fiscal affairs of the college. The college has implemented several systems for accessing data more efficiently. Nearly all accounting data is updated daily and available online to critical users, dramatically improving the ability to develop accurate and timely reports for management decision making.

2.F.5 - Capital Budget

YVCC has a twenty-year campus capital master plan³⁷ that focuses on the Yakima and Grandview campuses. It is reviewed and updated every two years. The college participates in and follows the state process for capital project development. For each capital project, YVCC employs the services of an architectural firm to prepare project requests and project budgets to ensure that plans are accurate and based on industry standards. At the present time, all but one of

the facilities at YVCC is fully funded and without debt. The exception is the Hopf Student Union Building that carries a Certificate of Participation Debt Note, approved by student in spring 1998 which is funded from student activity funds. The college continues to make progress in replacing and upgrading its facilities. Since the 2003-05 biennium, the Washington State Legislature has invested \$79,161,102 in YVCC Yakima and Grandview campuses³⁸.

2.F.6 - Auxiliary Enterprises

YVCC operates two auxiliary enterprises, the Student Residence Center and the Bookstore, both of which are expected to be self-supported. Annual budgets of auxiliary services are reviewed by the fiscal and administrative staff to make sure all costs are considered and revenue projections are sufficient to cover their operating costs. The budgets are then approved by the Board of Trustees each spring for the coming year. Auxiliary enterprises, revenue contracts, and grants pay indirect and overhead costs to the college for services provided. YVCC has an on-campus childcare center that is operated by Easter Seals. Easter Seals Jane's House is supported by an operating allocation from the state, the State Childcare Allocation, which is used by the childcare vendor to increase contracted childcare services. YVCC also has food service vendors on the Yakima and Grandview campuses. Vendors pay YVCC a monthly commission based on revenue generated by sales.

2.F.7 - Financial Audit

YVCC undergoes a biannual audit by the Washington State Auditor's Office, with the last audit having been conducted in 2009 for the period of July 1, 2006 through June 30, 2008³⁹. On an annual basis, the SBCTC conducts an on-site program audit to ensure consistency in record keeping and reporting; adherence to SBCTC policies and guidelines; and compliance with state and federal laws, regulations, and grant provisions⁴⁰. Recommendations from SBCTC are incorporated into the college's operating procedures to ensure compliance with program requirements.

2.F.8 - Fundraising

Institutional fundraising efforts are authorized through the college President and overseen by the appropriate supervisor.

The YVCC Foundation is a separate corporation formed in 1977 for the purpose of providing scholarships to students who might not otherwise have access to higher education and assisting the college in its efforts to provide a higher quality education through other capital and non-capital fundraising activities. The YVCC Foundation holds non-profit status under the Internal Revenue Code 501(c) (3) and is registered with the Washington Secretary of State Office pursuant to the Charitable Solicitation Act. YVCC and the YVCC Foundation define their relationship through formal policy and in accordance with state and federal regulations. The relationship is further defined in a quid pro quo agreement between the Board of Trustees and the Foundation's Board of Directors⁴¹.

Bylaws of the YVCC Foundation govern its internal affairs, while a 20-member Board of Directors sets policy for foundation operations. The board includes the President of YVCC and one affiliate of the College Board of Trustees as non-voting members. Board membership

reflects community leadership and a commitment to promoting educational opportunities, not only for individual students but the community as a whole.

The Foundation Executive Director, in consultation with the foundation's Executive Committee, administers endowment scholarships and investments. As a separate entity, the Foundation maintains accounting records in compliance with all applicable requirements and professional standards. In addition, the foundation's accounting standards conform to generally accepted accounting principles⁴².

The Yakima Valley College Corporation, established in May 1966, also holds non-profit status under the Internal Revenue Code and is registered with the Washington Secretary of State Office pursuant to the Charitable Solicitation Act. The corporation was formed to support the college's capital activities.

The Financial Code of the Associated Students of Yakima Valley Community College (ASYVCC) was developed under the guidance of the ASYVCC Senate and authorized by the college President for the implementation and governance of both the Student Activities and Intercollegiate Athletics fundraising revenue accounts. This code aligns with the requirements of the state Office of Financial Management⁴³.

h. Standard 2.G: Physical and Technological Infrastructure

2.G.1 - Supports Mission, Programs, and Services

The Facility Operations Department is committed to meeting institutional goals that specifically address the physical climate of the Yakima and Grandview campuses, as well as off-site locations owned by the college. In support of our institutional core themes, the mission of the Facility Operations Department is to provide professional, coordinated services to promote a clean, secure, safe, and comfortable state-of-the-art learning, living, and working environment in support of the learning-centered institution. The Facility Operations Department consists of four departments (maintenance, grounds, custodial, and security) all under the supervision of the Director of Facility Operations⁴⁴. These entities coordinate their respective efforts in support of college events, emergency situations, and management of special assignments, such as setups for events and college functions.

An open line of communication within the Facilities Operations Department, and between the department and the campus, is maintained through campus-wide e-mail addressing major concerns, such as power outages or water shutoffs; publication of a quarterly news bulletin on the college's internal server; and an online work order request system.

The Facility Operations Department is responsible for maintaining the integrity of YVCC's grounds, buildings, and overall campus security. The campus community includes 28 buildings on the Yakima Campus (48 acres), one building in Toppenish (1/2 acre), one building in Sunnyside (1/2 acre), four buildings in Grandview (7+acres), and leased classroom space in Ellensburg. The Facilities Operations Department conducts an ongoing "building-by-building"

assessment to ensure building, equipment, and furnishings are maintained in such a manner that their usefulness is extended.

Since 2001, YVCC successfully secured funding from the state legislature to construct new buildings and for renovation projects (see Campus Master Plans for Yakima and Grandview). New construction projects included the Facility Operations Office (2001); Grandview Sewell Annex (2001); Jane's House Childcare Facility (2003); Deccio Higher Education Center (2003); Family Resource Center (2003); Glenn Anthon Building (2007); and Grandview Workforce Education Center (2007). Renovation projects for YVCC include the Nob Hill Fence Replacement (2001); Technology Building, Phase Two (2001) and Three (2003); Pedestrian Overpass (2001); Shearer Gym Exterior Renovation (2001); Sundquist Annex (2003); Shearer Gym Bleacher Replacement (2006); Kendall Hall Re-Roof Project (2007); Larson Gallery Re-Roof Project (2006); Mechanical Improvements (2007); Raymond Hall - Library, Media Center, and Tutoring (2008); Water Systems Improvement (2008); Toppenish Learning Center Improvements (2008); Tech Center Window Wall Replacement (2009); and the Weston D. Brown Dental Building (2009). In addition to the new building and renovation projects, Facility Operations has worked to meet the need of student parking. Since 2001, YVCC has added over 500 new parking spaces.^{45 46}

The Facilities Operations Department is responsible for the overall safety and security for the college. To promote safety, the staff facilitates annual fire drills for all YVCC buildings; works with all departments on compliance with fire codes; makes necessary updates to campus systems, like the implementation of the mass-notification system; provides updated maps of safe pedestrian walk paths; tracks Center for Disease Control communications for pandemic outbreak or concerns that may affect our campus community; maintains Material Safety Data Sheets online to assure most current information and accessibility; and facilitates monthly safety meetings for Facility Operations staff. The security department also hosts monthly safety committee meetings.

Since 2001, YVCC has undergone a comprehensive review under the "Rapid Responder" program, which uses advanced technology to help emergency responders know the exact location and related hazards in an emergency at the touch of a button. This immediately available information expedites needed information for emergency responders and is updated regularly. Rapid Responder is a secure website that is not available to the public. Access is limited to first responders, facilities' personnel, and the YVCC Incident Command Team.

The Security Department provides maximum security coverage during hours of operation, which are 6:00am to 10:00pm daily (not inclusive of weekends). After-hours coverage is limited to one or two officers, depending on the events schedule. Under the leadership of a security sergeant, four full-time security officers, one parking monitor, one part-time office staff person, one part-time weekend officer, and two on-call officers were employed in 2010. The Yakima Campus Security Department operates a student-worker program that consists of up to 13 Criminal Justice students who receive Cooperative Field Experience Credit and/or Work Study funding. These students participate in patrol activities and help to support full-time staff during the course of the day. All security officers are National Incident Management (NIMS) trained.

Besides the overall safety of the campus, the Yakima Campus Security Department provides a number of additional services that include locksmith work; issuing of parking passes; stranded motorist services; evening escort service; and a weekly parking appeals committee meeting. The department provides several professional training and awareness opportunities for the campus community, such as hazardous materials communication; campus safety pamphlet; rape prevention; and gang awareness seminars. The Yakima Campus Security Department works with the Sheriff's Department and the Assistant Dean for Support Programs in an effort to identify and manage a program for monitoring registered sex offenders enrolled at the college.

In an effort to maintain open communication, the [Security Department](#) also maintains a presence on the internal server. This site contains posts related to parking regulations, safety information, emergency evacuations procedures, and updates that may be helpful to the campus community.

On the Grandview Campus, security responsibilities are delegated to the Dean and the two evening administrators, who maintain close communication and collaboration with the Grandview Police Department. Emergencies are reported to the Grandview Police Department. The Student Services Coordinator for the Grandview Campus is responsible for oversight of the parking lots and issuance of citations.

Since 2001, YVCC has worked to make all of its facilities compliant with the Americans with Disabilities Act (ADA). YVCC's ADA Compliance Officer works closely with the Director of Facility Operations to ensure the college adheres to ADA regulations. Since 2006, YVCC has received ADA funding on an annual basis to modify facilities, including the installation of wider doors; purchase of furniture to accommodate students with disabilities; and improvement in accessibility to labs and equipment. The main renovations necessitated by ADA regulations have focused on the Sundquist Annex (all entrances, elevators, and bathrooms); Parker Field (bathrooms); and the pedestrian overpass that crosses West Nob Hill Boulevard (elevators on both sides).

2.G.2 - Policies and Procedures for Hazardous Materials

YVCC's Custodial Department has adopted a "Green Cleaning" procedure to reduce waste and its carbon footprint. This procedure includes the types of cleaning products; equipment; methodology; and a commitment by the Custodial Department to practice and promote environmentally friendly cleaning procedures. The "Green Cleaning" process includes:

- Using Sustainable Earth[®] or other cleaning products that meet Green Seal[®] standards, or products with low levels of VOCS (volatile organic compounds) whenever possible.
- Purchasing and using only CRI-certified power equipment in our college facilities when possible, and maintaining that equipment to that standard.
- Using concentrated cleaning products whenever possible.
- Using a cleaning products system whereby the chemicals are automatically and accurately diluted with cold water.
- Eliminating phosphates and aerosol products, and minimizing the use of chlorinated or ammoniated products when possible.
- Using cleaning products and supplies that are packaged with recyclable materials when possible.

- Purchasing cleaning supplies and equipment from a vendor who delivers with trucks using alternative energy sources whenever possible.
- Using ECO Green® paper products that meet EPA standards for high postconsumer recycled content.
- Compliance with all relevant laws, regulations, legislation, and industry standards.
- Conserving energy, water, and resources while providing a clean, sanitary, and healthy environment.
- Instilling a sense of pride and environmental responsibility in the custodial staff, making them aware of how the products, equipment, and methods they use to clean impact building health, building occupants, and ultimately the earth.
- Training custodial staff as to the proper use of the cleaning products, supplies, and equipment by the vendors supplying these items, and by custodial staff trained by these vendors.

Administrative Procedure 1.16 of YVCC's Policies and Procedures outlines the process for handling hazardous waste and toxic materials (Exhibit). Any YVCC department or satellite center generating any type of waste (solid or liquid) that is considered hazardous or dangerous must comply with the following procedure before removal/disposal of waste materials:

1. Identify the waste (i.e., liquid/solid).
2. Label the waste clearly using a "common name," not coding or alphabetizing. List the name and address of manufacturer. Mark and use appropriate hazard warning labels which will be provided by the Safety Officer.
3. Provide a copy of the Material Safety Data Sheets for each piece of waste.
4. Make sure waste storage containers have lids and are not leaking.
5. The department representative shall complete a Waste Removal Form and send it to the Security Office.
6. Security personnel will then contact the department representative to arrange disposal of the waste material.

This policy is in compliance with WISHA WAC 296-62-054 Hazardous Communication and the State of Washington's Dangerous Waste Regulations. This policy is available on YVCC's internal server and is reviewed on an annual basis (2.G.2).

2.G.3 - Facilities Master Plan

The college continually strives to update and replace obsolete facilities, and to expand instructional space to meet enrollment demands and program needs. All activities related to facilities are in line with the college's mission to provide a quality education in programs in Basic Skills, Workforce, Transfer, and Continuing Education. Since 2001, the Facilities Master Plan and the Ten-Year Capital Program have focused on the following activities to accomplish these objectives (2.G.3).

- Replacement of Inadequate Classroom Buildings.

- The Yakima Campus has many buildings that are more than 40 years old. They were poorly designed and cheaply constructed with an infrastructure that does not support the technological needs of today’s instructional programs. HVAC systems have far exceeded their useful life and are no longer reliable or cost-effective to maintain, and the acoustics are poor because there is no control over external noise. These buildings have undersized classrooms, so the number of students who can enroll in a class scheduled in those rooms is limited. Several projects were initiated between 2001 and 2011 to address classroom space concerns.
 - Glenn Hall, former home of Math and Sciences, and Anthon Hall, former home English and Social Sciences, were replaced by a new structure in 2007, the Glenn-Anthon Building. This state-of-the-art facility contains classrooms, science labs, instructor offices, conference rooms, a Math Center, and a Writing Center.
 - Another project was securing capital funding from the State Legislature in 2009 to begin the design and construction of a single new building to replace the Palmer Hall and Martin Hall buildings where the current Martin Hall exists. Palmer Hall is an inefficient and obsolete structure in the center of the north Yakima Campus that lacks faculty office space and proper ventilation. Martin Hall and its several related, small buildings are former commercial structures now in temporary use by YVCC on the south Yakima Campus. Martin Hall has been temporarily used for instruction and faculty offices, but its small, cramped spaces and location next to a busy intersection make it a challenging instructional environment. The proposed replacement building will be offset from the street, with parking and green space. It will house the Art, Communication, Education, and Modern Language departments and will accommodate high-technology teaching/learning activities. The design of the new building is complete and construction funding will be requested for 2011-2013.
 - In the future, YVCC intends to request funding to demolish Kendall Hall, home of the Music and Drama Departments, and relocate them in a new building on the south Yakima Campus. The current building lacks instructional classroom space, faculty offices, stage infrastructure, and appropriate storage.
- Develop a library on the Grandview Campus. YVCC and the City of Grandview began planning for a shared library in 2007. At the time, there was no library on the YVCC Grandview Campus, and the City of Grandview Library was housed in a small, cramped space. The library was estimated to cost \$4 million, and the partnership was able to secure \$2 million in state funds and \$2 million in matching funds to support its construction. The project broke ground in summer of 2010 and is scheduled to be opened in fall 2011.
- Acquire Property for Future Expansion. The college’s Master Plan identifies the need for additional land so that the Yakima and Grandview campuses can expand and update facilities. The Yakima Campus is surrounded by residential property, small businesses, a city park, and major arterial streets. The Grandview Campus is surrounded by an active rail line, major arterial streets, and small commercial businesses. The college will continue to purchase adjacent properties as they become available. The parcels will be used primarily to expand off-street parking capacity for Yakima and will provide a site for new buildings at the Grandview Campus.

2.G.4 - Equipment

Since 2001, YVCC has maintained an annual equipment budget request process in which departments and divisions are asked for a list of their equipment needs in priority order. The Administrative Team reviews the priority lists and makes a final determination about what is funded each year. Bar codes are attached to all equipment as it is received at Central Receiving and then added to the inventory program. Each year, every building is inspected and each piece of equipment's bar code is scanned to track the location of all equipment.

Several major equipment purchases were necessitated by program expansions, building construction, and remodeling. Specialty equipment was purchased for the Viticulture and Enology program, including a grape de-stemming machine, stainless-steel chilled fermentation tanks with electronic temperature tracking instruments, and natural gas-fired insta-hot for sterilization. The science labs in the new Glenn-Anthon building necessitated the purchase of unique equipment to ensure appropriate ventilation and operation of labs, including a new organic chemistry lab, new physics lab, and human cadaver lab. This included special exhaust hoods, air volume control systems, dishwashers, natural gas for Bunsen burners, water pipes, lab tables, and an Autoclave sterilizer. Additionally, all Glenn-Anthon classrooms were set up with Questron touch electronic control for overhead projectors, projection screens, computers, internet access, and DVD players. The remodel of the Westin D. Brown Dental Building included the purchase of 25 new dental chairs, laptops for each station, and all related equipment. Vacuum air is provided to each dental space and compressed air is also provided. Each dental space has a laptop computer for recording patient information and for use as a learning tool with information sent from instructional staff.

At each of the sites (Core Theme 2.1.a. – Responsive and sustainable site locations, services at each site, and locations throughout the district) operated by Yakima Valley Community College, appropriate equipment of sufficient quantity and quality is provided to support the instructional purposes of the programs offered. At each site, this includes the information technology infrastructure as well as the equipment and software used by students and instructors.

At the Yakima and Grandview campuses, open computer labs (Core Theme 2.3.d. – Availability of computer labs for students) are maintained for students. The labs include appropriate equipment and software of quantity and quality to support the requirements of students enrolled in the degree programs of the college.

At the Yakima and Grandview campuses, professional and technical programs are provided with appropriate equipment of sufficient quantity and quality to support student acquisition of skills necessary for employment in their respective industries. The appropriateness, quantity and quality of equipment in professional and technical programs are informed by input from advisory committees supporting the programs, as well as program-specific accreditation standards where applicable.

Technological Infrastructure

2.G.5 - Technology Supports Management, Programs, and Services

Technology Services is committed to meeting institutional goals that specifically address the state-of-the-art computing hardware and software of the Yakima and Grandview campuses, as well as off-site locations owned by the college. The mission of Technology Services is to provide professional, coordinated computing hardware and software services that provide a world-class e-learning environment that promotes student success. Technology Services consists of technology software that supports management, programs and services, Interactive Television (ITV) functions, instructional multimedia teaching stations, computing hardware and software, network infrastructure, web-based computing services and telephone management services, all under the supervision of the Director of Technology Services⁴⁷.

Since 2001, YVCC has upgraded its technology infrastructure in response to the demand for internet and computer access for instruction, student services, and day-to-day business administrative functions. YVCC now provides access to 30Mbs/bandwidth on the K-20 state fiber network, supporting 1,832 computers in 65 different classrooms, labs, Kiosks, plus all faculty and staff locations on the Yakima and Grandview campuses. Satellite campuses and support facilities are provided a 10 Mbs/bandwidth standard through local internet carriers, providing access back to the K-20 fiber network. All campus building locations that provide student instruction or administrative functions have been upgraded to a standard of 1/10 Gbs fiber with switching hardware to support the demand on the internet/intranet resources.

Multimedia capabilities were enhanced with state-of-the-art technology during the remodel of Raymond Library in 2008. Enhancements enabled Media Center personnel to digitally transmit instructional multimedia from VCRs, satellite TV, DVDs, and internet-hosted digital transmissions to any campus computer. Study rooms located on the second floor of the library were enhanced with large screen televisions and internet access so that student study groups could use the rooms for reviewing multimedia materials from classes, studying with others, and working on group projects. Student access to databases for conducting research was enhanced with the expansion to 49 computers in library open areas.

There are numerous ways students, faculty, staff, and community members utilize computers and related technology at the college, with the most prominent use occurring in testing centers, student informational kiosks, advising centers, open labs, tutoring centers, internet cafés, classrooms, and student group-study rooms.

The Technology Services staff developed a secure wireless network for faculty, staff, and student use throughout the Yakima and Grandview campuses, allowing students who prefer to utilize their own laptops for studies access to the internet and student services that are online.

In support of instructional and administrative processes, over 51 servers are running applications and processing data, half of which reside on a green virtualized platform implemented in 2007. Technology Services staff provide specialized application development in support campus services and online services for students. Many applications supporting online student services were developed thru the Title V Cooperative Grant with Columbia Basin Community College

and Walla Walla Community College, such as Instructor Briefcase and quarterly course schedules. YVCC has since hired its own programmer and converted the most useful of these tools to fit the programming needs of Microsoft SharePoint software that is used to run its newest student-centered website, Staff Portal, advisor tools, Instructor Briefcase, SMS web mailer, Academic Early Warning, alerting system software, and Adult Basic Education tracking and reporting program.

Students are given e-mail accounts through cooperation with Microsoft live@edu tool. Local programming has enabled automatic creation of email accounts for all registered students. The e-mail system allows students the use of all social networking options currently available online, plus this offering incorporates a range of free hosted applications for use on campus – everything from email to storage and collaborative tools. Students can store documents online so they can access them from any computer and share with others. They are given a 25 GB password-protected online storage account.

YVCC, Central Washington University, and Washington State University combined instructional forces, providing distance learning capabilities in a new facility, the Deccio Higher Education Center on the Yakima Campus. The technology of Interactive Television (ITV) broadcasting allowed instruction at distant locations for students throughout the Yakima Valley, utilizing \$4.7 million dollars of technology for five computer labs for instructional support and two open labs for student use in their studies and testing.

2.G.6 - Instruction and Support for Users

The Yakima and Grandview campuses maintain computer technical staff onsite during the day and evening to provide support for faculty, staff, students, and administrators. The technical staff also provides support for courses that are delivered using distance technology; instructional support of course management systems; training workshops for the latest software applications; training for subjects in Microsoft Access, Excel, PowerPoint, and Word as well as website maintenance, Photoshop Elements, computer essentials, and overall computer health. Training sessions are typically available at several levels and provide ongoing training for faculty, staff, and community business members. When necessary, a person may utilize Ed2Go online training to reach a higher level of competency in software usage.

The Technology Services Department staffs a Help Desk and manages computer trouble issues with TrackIT software application to trend and evaluate hardware and software data. The Help Desk also sends technicians to offices and labs to troubleshoot hardware and software problems. Technology staff are trained in the latest software and technology prior to implementation so that the college can maintain a high level of proficiency when supporting students, staff, and faculty with computer-related issues. Work Study and Cooperative Learning students work in the Technology Department, which provides an avenue for excellent student learning experiences in a complex network and computing environment.

2.G.7 - Opportunities for Input and Training

Technology Services uses TutorTrac lab usage data to evaluate utilization of hardware and lab space when assessing replacement and cycling of hardware for student access centers. The R25 Facility Use program is used to evaluate the use of computer labs and technology classrooms.

Technical infrastructure planning provides opportunities for input from technical staff and constituencies who rely on technology for institutional operations, programs, and services. During the yearly planning process for the campus, all campus faculty and staff have the opportunity to provide input regarding technology needs and the setting of goals related to upgrades to the technical infrastructure. During building design phases, Technology Services staff and curriculum faculty are brought together with engineers to plan for the appropriate use of available instructional technologies to support instruction. A committee of diverse staff, faculty, and students met with multiple focus groups and processed student and staff surveys. They sought input for a campus website that was student centered.

YVCC is part of a statewide, technology-supported roundtable called the Mutual Code Sharing Agreement group, where Tech Services staff share best practices and programming services with all Washington state community and technical colleges' programming technology staff. They share application development and finished products – creating a cooperative environment – and common applications that support the system as a whole. YVCC is also part of a statewide system that provides for shared applications, data collection, registration, financial aid, and business department applications. This platform provides the Office of Institutional Effectiveness the ability to track trend data when comparing best practice measures with comparative data for the entire system, local, and state uses.

2.G.8 - Technology Replacement Plan

Computing equipment for student use is replaced on a three-year cycle, while staff/faculty equipment is replaced on a five-year cycle. Software is updated as required by needs assessments of each specific software and application. Faculty and staff usually will generate a request for newest versions of software, prompting an evaluation of needs, requirements, and funding source determination. On occasion, grants are sought out to help assist in the cost and implementation of newer software and hardware to support emerging requirements in technology that supplements student learning needs. Title V Coop Grant with partners Columbia Basin College and Walla Walla Community College was utilized to develop student support services and enhance E-learning opportunities.

CHAPTER THREE INSTITUTIONAL PLANNING

3.A: Institutional Planning

3.A.1 - Planning Process and Constituencies

At Yakima Valley Community College, institutional planning is accomplished through a number of different processes and groups, depending upon the focus of planning and the required resources. YVCC addresses planning within three timeframes: ongoing, annual, and cyclical.

Ongoing institutional planning for the overall college is conducted via monthly meetings of the Board of Trustees, monthly meetings of the Executive Council, weekly meetings of the President’s Direct Reports and semi-monthly Administrative Council meetings. Administrative Services are monitored and planned via monthly meetings of the VP of Administrative Services Team, Administrative Department Meetings, and Safety Committee Meetings. Planning for instructional programs and accreditation is accomplished via monthly meetings of the Vice President of Instruction and the Student Service Team; weekly meetings of the VP of Instruction and deans; weekly meetings of the Dean’s Cabinet; periodic meetings of the Institutional Effectiveness Team; quarterly division meetings; monthly department chair meetings; and semi-monthly curriculum committee meetings.

Table 3.A.1: Ongoing Planning Activities

Ongoing Planning Activities Under Supervision of the President			
Activity	Attendees	Planning Responsibilities	Data utilized
Board of Trustees Meetings Scheduled monthly	<ul style="list-style-type: none"> • Five BOT members • Two VPs • Others as invited • Public 	<ul style="list-style-type: none"> • Maintain awareness of relevant college issues and activities • Approve college policy, mission, and core themes • Define mission fulfillment • Set tuition and fees • Approve budgets and property acquisition • Grant faculty tenure and excellence awards • Non-renew faculty • Approve collective bargaining agreements 	<ul style="list-style-type: none"> • Any and all related to items under consideration • Packets and minutes maintained in the President’s office
Executive Council Meetings Scheduled monthly	<ul style="list-style-type: none"> • Two VPs 	<ul style="list-style-type: none"> • Decision making regarding college procedures • Capital plans • Allocation, reduction, and management of resources • Implementation and management of new initiatives • Review grants 	<ul style="list-style-type: none"> • Any and all related to items under consideration

		<ul style="list-style-type: none"> • Personnel decisions • Legislative priorities • Space utilization 	
<p>President's Direct Reports Meeting</p> <p>Scheduled weekly</p>	<ul style="list-style-type: none"> • HR Director • Community Relations Coordinator • Executive Assistant to the President 	<ul style="list-style-type: none"> • Review personnel-related issues • Review and plan community relations activities • Identify any overarching issues or concerns 	<ul style="list-style-type: none"> • Personnel information • Press releases, publications
<p>Admin. Council Meetings</p> <p>Scheduled every other week</p>	<ul style="list-style-type: none"> • Two VPs • Deans • Directors of Accounting, Budget, Facilities, Human Resources, Library, and Technology • Community Relations Coordinator 	<ul style="list-style-type: none"> • Review and revise policies for recommendation to the Board • Review and revise procedures • Develop priorities and indicators for successful performance as related to the college mission • Provide input on operating budget and capital planning 	<ul style="list-style-type: none"> • Current and proposed policies and their impacts • FTE and other college budget reports • Minutes maintained in VP of Instruction's office
Ongoing planning under supervision of the VP of Administrative Services			
Activity	Attendees	Planning Responsibilities	Data utilized
<p>VP of Admin. Services Team Meetings</p> <p>Scheduled monthly</p>	<ul style="list-style-type: none"> • Directors of Accounting, Budget, and Facilities • Purchasing Manager 	<ul style="list-style-type: none"> • Respond to emergent issues that might impact the institution, including fiscal, legislative, grant, capital project, facility, and other concerns 	<ul style="list-style-type: none"> • Relevant budgets, regulations, directives, etc. • Minutes maintained in VP's office
<p>Admin. Department Meetings</p> <p>Schedules vary from daily to monthly meetings</p>	<ul style="list-style-type: none"> • Department supervisors • Department staff 	<ul style="list-style-type: none"> • Review current projects and make adjustments as needed • Review and plan work calendars • Professional development related to areas of responsibility 	<ul style="list-style-type: none"> • Relevant budgets, regulations, and reports • Not all meetings record minutes, but when taken they are held by the dept. supervisor

Safety Committee Meetings Scheduled monthly Sept-June	<ul style="list-style-type: none"> • Campus Security Sergeant • Department reps 	<ul style="list-style-type: none"> • Review accident reports on campus for causes/conditions • Make recommendations for reducing/preventing these accidents in the future 	<ul style="list-style-type: none"> • Accident Reports • Regulations • Minutes maintained in Security Office
Ongoing planning under supervision of the VP of Instruction and Student Services			
Activity	Attendees	Planning Responsibilities	Data utilized
VP of Instruction Team Meetings Scheduled monthly	<ul style="list-style-type: none"> • Deans • Directors of the Library, Technology, College Outreach & Multi-cultural Services, Office of Institutional Effectiveness 	<ul style="list-style-type: none"> • Review enrollment patterns and plan college schedule • Discuss and review changes to instructional calendars • Strategize instruction-related projects, such as assessment and purchase of technology or library resources • Review student success data • Plan for convocation and assessment workdays 	<ul style="list-style-type: none"> • Class capacity and waitlists • Program and grant requirements • Assessment data • Instruction-related purchase information • Minutes maintained in VP's office
VP of Instruction and Deans Scheduled weekly	<ul style="list-style-type: none"> • VP of Instruction and Student Services • Deans 	<ul style="list-style-type: none"> • Coordinate initiative work • Coordinate policies and procedures related to instruction, student services, and division management • Review updated work plans • Monitor enrollment and course fill data • Review student and employee survey data and strategize responses • Hold confidential discussions 	<ul style="list-style-type: none"> • Items reviewed vary weekly and are added as needed • Calendars • Work plans • No minutes are maintained
Dean's Cabinet Scheduled weekly	<ul style="list-style-type: none"> • Deans 	<ul style="list-style-type: none"> • Coordinate planning for instruction and student services • Participate in professional development on topics of shared interest or concern 	<ul style="list-style-type: none"> • No minutes are maintained
Institutional Effectiveness Team Meetings Scheduled quarterly fall, winter,	<ul style="list-style-type: none"> • Admin Team • Reps from admin exempt and classified employees • Reps from instruction and student 	<ul style="list-style-type: none"> • Guide research priorities • Provide input and review of major college initiatives related to student success and strategic planning • Guide development of NWCCU accreditation efforts 	<ul style="list-style-type: none"> • Requirements of grants and initiatives • Strategic Plan • Student success data • NWCCU standards • Self-studies

and spring and as needed	services divisions		<ul style="list-style-type: none"> Documentation maintained by OIE
<p>Department Meetings</p> <p>Scheduled quarterly fall, winter, and spring and as needed</p>	<ul style="list-style-type: none"> Department heads Department faculty Department support staff 	<ul style="list-style-type: none"> Review current and future course schedules Update course outlines Conduct departmental business, including updating self-study and assessment work Respond to requests for information from the dean 	<ul style="list-style-type: none"> Class schedule Course outlines Minutes maintained in appropriate dean's office
<p>Instructional Division Meetings</p> <p>Scheduled quarterly fall, winter, and spring and as needed</p>	<ul style="list-style-type: none"> Division dean Division faculty Division staff 	<ul style="list-style-type: none"> Review activities of the various departments within the division Share information about items of mutual interest or concern Plan overall assessment activities Respond to college requests for information 	<ul style="list-style-type: none"> Items identified by the deans Minutes maintained in deans' offices
<p>Curriculum Committee Meetings</p> <p>Scheduled every other week during fall, winter, and spring quarters</p>	<ul style="list-style-type: none"> Arts and Sciences: one member each elected from English, Math, Science, Humanities, Social Sciences, and Counseling; Dean of Arts and Sciences Basic Skills: five members; Dean of Basic Skills Workforce Education: five members; Dean of Workforce Education Joint 	<ul style="list-style-type: none"> Divisional Committees: review and approve curriculum proposals, including courses, certificates, programs, prerequisites, etc. Send approved curriculum to the President Joint Meeting of the Curriculum Committees: information sharing regarding divisional activities; brainstorming common issues such as forms 	<ul style="list-style-type: none"> Course Impact Statement Course outlines Program and Degree Requirements ICRC guidelines College Catalog Abilities Professional/Technical competencies and/or program requirements Basic Skills competencies Minutes maintained in deans' offices and by the Curriculum Manager under the VP of Instruction and Student Services

	Curriculum Committee: membership from all other committees		
--	---	--	--

The majority of the college’s ongoing planning is conducted via the groups identified above.

Annual planning follows the quarter system, beginning in summer quarter each year and continuing through the end of spring quarter. This roughly corresponds to the fiscal calendar that runs from July 1 to June 30 each year.

During summer quarter, the Administrative Council conducts an annual retreat at which progress towards meeting college objectives is assessed and planning is consolidated for the upcoming academic year. Following this retreat, the Board of Trustees holds its annual retreat, at which board members review a summary of the Administrative Council Retreat and identify Board Priorities for the upcoming year. One outcome of these retreats is a work plan that includes how the entire college community will be included in addressing priorities for the upcoming year. Also during summer quarter, the VP for Administration holds an annual Division Meeting and an Incident Command Team Meeting. The Administrative Division Meeting is attended by all administrators and staff members serving in departments overseen by the VP of Administration. At this meeting, administrators and staff review budgets and accomplishments and share departmental goals and work plans. The purpose of the Incident Command Team Meeting is to review the annual statistics and reports from the previous year as a basis for making recommendations for activities that might reduce or eliminate concerns.

Fall quarter begins with Convocation, an annual gathering of the college community to provide professional development related to college objectives and opportunities for assessment of teaching and learning. Departments and programs review annual goals, resources, and priorities related to their divisions and the college as a whole. An Assessment Workday is held every November, and classes are cancelled so that faculty members can work on shared assessment projects. Every two years, YVCC updates its Capital Project documents, including plans and requests during fall quarter in preparation for the legislative sessions that will begin in January.

Annual course schedules and preliminary planning for the next academic year are done during winter quarter so that preliminary budgets can be proposed.

spring quarter planning activities include an Assessment Workday for faculty that focuses on student outcomes, development of the NWCCU annual reports via review of current offerings, creation of annual self-studies, and budget development that is approved once the final legislative budget is known.

Table 3.A.2: Annual Planning Activities

Annual Planning Activities			
Summer Quarter			
Activity	Persons Responsible	Planning Tasks	Data Considered for Decision Making
Annual Admin Retreat	<ul style="list-style-type: none"> • President, Vice Presidents 	<ul style="list-style-type: none"> • Review previous year’s outcomes • Prioritize next academic year’s activities 	<ul style="list-style-type: none"> • Division and Department Self-Studies • Accreditation Performance Indicators • Final Allocated Budget Report
Annual Board of Trustees Retreat	<ul style="list-style-type: none"> • President, BOT Chair 	<ul style="list-style-type: none"> • Review and approval of annual priorities and/or changes to the Strategic Plan. • Identification of BOT study session topics 	<ul style="list-style-type: none"> • Administrative Retreat report • Mission Fulfillment Indicators for Access and Success • Strategic Plan Update
Enrollment Planning	<ul style="list-style-type: none"> • VP of Instr. & Student Services, Deans, Registrar 	<ul style="list-style-type: none"> • Review course offerings and openings in light of incoming student characteristics and make recommendations for adding or removing classes to meet student demand/need 	<ul style="list-style-type: none"> • Placement scores • Intended majors and programs • Appointment lists for orientations • Class schedule & current openings
Incident Command Team	<ul style="list-style-type: none"> • VP of Admin. Services • Director of Facilities • Environmental Safety Health and Security Manager • Community Relations Manager • Campus Security Sergeant • Grandview Dean • VP of Instr. & Student Services • President 	<ul style="list-style-type: none"> • Review a summary of incident reports, looking for patterns of concern • Recommend actions to be taken to improve safety and security 	<ul style="list-style-type: none"> • Summary of Incident Reports • Individual Incident Reports • Related regulations • Campus facility schematics • Facility Reports

Admin Division Meeting	<ul style="list-style-type: none"> • VP of Admin. Services • Admin. Directors • All Admin. Staff 	<ul style="list-style-type: none"> • Review budgets • Share department updates • Share department goals • Planning for the upcoming year 	<ul style="list-style-type: none"> • Budgets • Self-studies • College initiatives
Fall Quarter			
Convocation	<ul style="list-style-type: none"> • President • Admin. Team 	<ul style="list-style-type: none"> • Update faculty and staff on policies, procedures, legislation, and budgets • Share information about current instructional initiatives and capital projects • Review data on the previous year's outcomes 	<ul style="list-style-type: none"> • Student demographics • Student success and persistence • Enrollment numbers • Capital projects
Assessment Workday	<ul style="list-style-type: none"> • VP of Instruction • Deans 	<ul style="list-style-type: none"> • Conduct and review college-wide assessment of learning • Contribute to accreditation reports • Plan divisional assessment activities for the year 	<ul style="list-style-type: none"> • Abilities Tracking • Program competencies • Student Learning Outcomes projects • Self-studies
Review Capital Projects Requests	<ul style="list-style-type: none"> • President, VP of Admin. Services 	<ul style="list-style-type: none"> • Analyze condition of key facilities • Review ongoing proposals • Develop new proposals 	<ul style="list-style-type: none"> • Predictions of future funding • Appropriate data for development of projects (i.e. number of affected students)
Winter Quarter			
Annual Course Schedule Planning	<ul style="list-style-type: none"> • Dept. Chairs, Deans 	<ul style="list-style-type: none"> • Review previous year schedule, and fill rates • Propose schedule for following year, including courses taught FT, PT, by modality, and distribution • Propose facilities • Identify technical 	<ul style="list-style-type: none"> • Previous year schedules, class fill rates, FTE • Needs of students in the pipeline • FT faculty loads; sections for PT • Budget allocation by division and expected FTE • Course and program

		<p>support</p> <ul style="list-style-type: none"> Identify staffing requests 	<p>sequences</p> <ul style="list-style-type: none"> Facilities use, including available technology for distance learning
Budget Planning	<ul style="list-style-type: none"> President, VP of Admin Services, Budget Director 	<ul style="list-style-type: none"> Identify potential resources and impacts on budgets Solicit budget requests from college departments and/or divisions Conduct budget forums to both inform and solicit ideas 	<ul style="list-style-type: none"> FTE reports Capital requests
Spring Quarter			
NWCCU Annual Report	<ul style="list-style-type: none"> VP of Instruction and Student Services 	<ul style="list-style-type: none"> Review and report on substantive changes to programs and degrees Review and report on curriculum offerings by modalities Review and report on finances 	<ul style="list-style-type: none"> Approved courses and degrees Offerings by modalities, including ITV, online, and hybrid (access) Financial reports for instructions separated from overall college
Assessment Workday	<ul style="list-style-type: none"> VP of Instruction and Student Services Deans 	<ul style="list-style-type: none"> Review current status of assessment for the overall curriculum and propose changes Review current status of assessment for divisional and departmental offerings and propose changes 	<ul style="list-style-type: none"> Abilities outcomes Program outcomes Performance Indicators Project-specific data Performance by initial placement and completion of prerequisites
Yearly Instructional Schedule Development	<ul style="list-style-type: none"> VP of Instruction and Student Services Deans 	<ul style="list-style-type: none"> Create a schedule using input from departments and registrar Review of schedule in light of budget constraints Submit schedule to the registrar 	<ul style="list-style-type: none"> Course fill rates from previous quarters Faculty lists Facilities Use Requests Instructional budgets
Budget Development	<ul style="list-style-type: none"> President VP of Admin Services Budget Director 	<ul style="list-style-type: none"> Prioritize funding requests Propose budget to cover planned course 	<ul style="list-style-type: none"> Division reports and planned schedules Anticipated funding from all sources

	<ul style="list-style-type: none"> VP of Instruction and Student Services 	offerings and support services for the next year <ul style="list-style-type: none"> Identify areas to cut should the need arise Conduct forums to share proposed budgets and solicit feedback 	<ul style="list-style-type: none"> Previous year's allocations and actual anticipated expenses
--	--	---	---

In addition to ongoing planning activities for teaching/learning and college administration, the college also engages in ***cyclical planning activities***, including strategic planning that is done every five years, NWCCU accreditation planning that is now conducted on a septennial calendar, and professional/technical program accreditation planning that varies by the dictates of the accrediting body. Cyclical planning activities are outlined in Table 3.A.3 below.

Strategic planning is overseen by the YVCC President every five years. Strategic planning begins with collecting information about perceptions of YVCC's strengths, opportunities, challenges, and future direction through focus groups and surveys with both internal YVCC constituents and external stakeholders. An Environmental Scan is assembled that includes demographic information about the YVCC service district compared to both the Washington State and U.S. populations; college participation rates; enrollment projections; occupational outlook; community survey information; and information about YVCC students, including their perceptions of the college. Data from the focus groups, surveys, and the Environmental Scan are analyzed by a YVCC committee, which looks for trends in the participants' responses that may influence future policy and planning. The President drafts a Strategic Plan based on the available data, and this plan is taken to the Board of Trustees for approval.

NWCCU accreditation planning has included annual reports on numbers of students and types of offerings and degrees, as well as the scheduled ten year self-studies and interim reports. With the advent of new accreditation standards, the planning process has been subsumed into the college's Institutional Effectiveness (IE) Team efforts and will be conducted in a more comprehensive manner each year. Initial efforts to plan for the 2011 Accreditation Visit began in winter quarter 2008, when the Vice President of Instruction and Student Services shared the initial drafts of the New Standards and discussion began about whether YVCC would attempt to use the New Standards as the basis for the 2011 Self-Study or would stay with the old standards. The IE Team wrestled with the pros and cons of using the New Standards, ultimately deciding that YVCC would be able to adopt the new standards immediately.

In fall 2008, the concept of new standards was introduced to the broader college campus during Convocation, and the IE Team members began mapping out how the previous method of delineating the YVCC Mission, Vision, and Goals would be converted to meet the proposed standards. By the spring of 2009, the IE Team had outlined three Core Themes with related Objectives and Indicators and had collected information from faculty and staff about how the college was addressing these Core Themes. A site visit from Ron Baker, NWCCU Executive

Director, afforded administrators and faculty the opportunity to begin discussions around Mission Fulfillment.

During the fall 2009 Convocation, YVCC staff and faculty were reintroduced to the New Standards and draft versions of Core Themes. Feedback about the Core Themes was incorporated into the documents while the Office of Institutional Effectiveness developed the indicators that would be the basis of the Standard Four report. During the 2009-10 academic year, YVCC continued to revise the core theme objectives and indicators, finally reaching agreement about them in the summer of 2010.

In addition to NWCCU accreditation, seven YVCC professional/technical programs are also accredited on a cycle that varies by the accrediting body:

- Automotive Program – accredited by National Automotive Technicians Education Foundation (NATEF)/Automotive Service Excellence (ASE) on a five-year cycle, with a three-year interim review. Last accreditation conducted in 2008.
- Dental Hygiene Program – accredited by the Commission on Dental Accreditation on a seven-year cycle. Last accreditation conducted in 2008.
- Medical Assisting Program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on a six-year cycle. Last accreditation conducted in 2011.
- Nursing Program – accredited by the National League for Nursing on an eight-year cycle. Last accreditation conducted in 2005.
- Radiologic Technician Program – under the accreditation of the college. Provides reports to AART in October every other year. Last report submitted in 2011.
- Surgical Technician Technology Program – accredited by CAAHEP on a ten-year cycle. Last accreditation conducted in 2010.
- Veterinary Technician Program – accredited by the American Veterinary Medical Association (AVMA) on a two-year reporting cycle and six-year site-visit cycle. Last accreditation conducted in October 2007. Additionally, the Vet Tech Program must also meet requirements through the Institutional Animal Care and Use Committee.

Most of the planning for professional/technical programs and their accreditations is conducted in consultation with their advisory boards and in line with their accreditation mandates.

Table 3.A.3: Cyclical Planning Activities

Cyclical Planning Activities			
Activity	Persons Responsible	Planning Tasks	Data Considered for Decision Making
Strategic Planning – five-year cycle beginning 2000	<ul style="list-style-type: none"> • President 	<ul style="list-style-type: none"> • Review qualitative and quantitative data and make recommendations to the President • President drafts a Strategic Plan 	<ul style="list-style-type: none"> • Environmental Scan • Community (internal and external) surveys • Community (internal and external) focus groups

		<ul style="list-style-type: none"> • President takes draft Plan to BOT for approval • Publish Strategic Plan for the public 	<ul style="list-style-type: none"> • Performance indicators
NWCCU Annual Update (June) Standard Reports – every seven years beginning 2011	<ul style="list-style-type: none"> • Vice President of Instruction and Student Services 	<ul style="list-style-type: none"> • Host meetings with appropriate constituents to inform development of reports • Compile data for annual update • Year One: Standard One report – identify new Core Themes and Indicators; refine Mission Fulfillment • Year Three: Standard Two report – identify resources • Year Five: Standard Three and Four reports – focus on strategic planning and assessment • Year Seven: Standard Five report – focus on Mission Fulfillment 	<ul style="list-style-type: none"> • Certificate and Degree Offerings, updated • Offerings by modality and location • Faculty—part and full-time statistics • Environmental Scan • Community surveys • Community focus groups • Performance Indicators • Financial reports • HR reports • SBCTC reports • FTE reports
Professional – Technical Program Accreditations	<ul style="list-style-type: none"> • Workforce Education Dean • Program Coordinators 	<ul style="list-style-type: none"> • Develop detailed self-studies as per the guidelines of the accrediting body • Complete required scheduled reports as per the guidelines of the accrediting body • Track enrollment and completion data, as well as passage rates and subject-specific score data on national exams 	<ul style="list-style-type: none"> • Survey data from students and industry partners • Employment data • Courses, certificates, and degrees • Policies and procedures related to specific program management • Recommendations by program-specific advisory boards • Outcomes assessment data through required certification testing per program

3.A.2 - Broad-Based Planning

As identified in Tables 3a through 3c in Section 3.A.1 of this report, each of YVCC’s planning processes involves a number of administrators, staff, and/or faculty members. Additionally, opportunities for input from the greater YVCC workforce, YVCC students, and the communities

served by YVCC are sought via surveys, focus groups, planning meetings, and event evaluations as appropriate to the focus of planning efforts.

Surveys: Each fall quarter from 2006 through 2009, YVCC employees were invited to take the Personal Assessment of the College Environment (PACE) survey as a means of helping YVCC determine the relative “climate” of the college. Initial administration was conducted via paper-pencil format; effective fall 2009, administration was done online. Beginning in fall 2009, the college adopted a three-year cycle for administration of the PACE, so the next administration would be fall quarter 2012. The PACE is a nationally normed survey that asks respondents to rate items on a 5-point scale, from a low of “1” to a high of “5”. The annual report includes detailed responses related to four climate factors: institutional structure, supervisory relationships, student focus, and teamwork. Overall scores measure four managerial systems found to exist in colleges: Coercive (rated between 1 and 2); Competitive (rated between 2 and 3); Consultative (rated between 3 and 4); and Cooperative (rated between 4 and 5). The results are presented for the overall college and are also delineated for four employee groups: administrative, faculty, professional staff, and classified staff. The Administrative Council reviews the annual report and recommends follow-up activities. For example, after the fall 2008 survey, the college conducted focus groups with the different employee sectors to clarify concerns and gather ideas for activities to initiate improvement of the campus climate.

YVCC has created three surveys to gather student perceptions and input about the college.

The Survey of Incoming Students is conducted during New Student Orientation. The purpose of the survey is to collect information about students’ initial perceptions of the college, their previous experiences with YVCC, and their familiarity with college programs. Data from this survey has been used to revise the orientation process to include more personal contact with faculty members, give more purposeful campus tours, and plan follow-up activities on campus such as focus groups on particular issues.

The Annual Fall Survey is administered to a representative sample of YVCC students enrolled in credit courses during the sixth week of fall quarter each year. This survey was developed by the first iteration of the IE Team in fall 2006. The team analyzed commercially available surveys such as the ACT and CCSSE and determined that they would not meet YVCC’s needs and expectations for four reasons. Firstly, commercial surveys are generally administered in the spring with results delivered in summer, too late to use the information for planning for the next academic year. Secondly, commercial surveys do not allow for using student identification numbers, thereby preventing the survey from being disaggregated to see if various constituencies respond differently (thus indicating that different attention may need to be paid to different groups). Thirdly, commercial surveys generally take an entire class period or more to administer, with many surveys constructed for semester schools with longer class periods and more class meetings per term. And lastly, commercial surveys are expensive.

The YVCC Annual Fall Survey was administered in paper-pencil format during classroom-based courses for the first four years, 2006-2009. In 2010, YVCC determined that given four years of consecutive data, the college could afford to experiment with online administration of the survey to see if a representative sample could be obtained at less cost, both in terms of staff time and

materials. In the final analysis, the 2010 responders were different from previous responders, and the college determined that the fall 2011 administration would be conducted in both paper-pencil and online formats to capture a broader audience.

The Annual Fall Survey invites students to share their perceptions of academic challenge, barriers to success, use of and satisfaction with support services, and relationships with YVCC staff and programs. The results of this survey are disaggregated in multiple ways, including by location, ethnicity, status in college (year in school), gender, age, and program affiliation. Reports of the survey results are discussed by the IE Team and made available to the YVCC community via the Share Point site. Following is an example of how the results of the survey affected the college's behavior. In fall 2006, the first year the college conducted the survey, a large number of students reported that they were dissatisfied with advising. YVCC responded in 2007-08 by increasing training for advisors, developing a new plan for assigning advisors, creating a mandatory New Student Orientation, and developing resource materials for advisors and students.

The Graduation Survey was piloted in 2011-12 and aimed at students applying for certificates of 45 credits or more and/or degrees. The survey is hosted on the YVCC website. The access screen for the survey is the first item students complete when applying for certificates and degrees online. Once they have completed the survey, they can navigate to the appropriate certificate/degree application and finish the process of applying for graduation. The survey asks students about their perceptions of the rigor of their educational program, as well as their experiences and satisfaction with a number of YVCC services and programs.

In addition to the scheduled employee and student surveys, other surveys are conducted as needed to gain input from a variety of constituencies. These surveys are typically administered once. Examples of other surveys include the following:

- Information Technology survey and focus groups with students, staff, faculty, and administrators regarding development of a YVCC Portal was conducted 2007-08. Identified concerns, suggestions, needed functionality, etc.
- Survey of High School Personnel – conducted by Title V, GEAR UP, and Student Support Services programs in fall 2008 to determine the validity of rumors that high school personnel were actively denigrating community college participation and to ascertain which students high school personnel would consider referring to YVCC for postsecondary education. Results indicated a mixed review of YVCC; most respondents were satisfied with YVCC, but were more likely to recommend attendance at YVCC for students with other issues, such as the need to work or take care of family.
- Community Survey – conducted as part of the Strategic Planning process every five years, the most recent community survey was conducted in 2009. The link to the survey was advertised via the quarterly Campus Update and emailed to a list of college collaborators, including advisory board members, other education organizations, and partnering agency personnel. Participants were asked to identify YVCC's strengths and weaknesses, as well as opportunities for the college to expand educational programs and/or student support.

- WED program surveys conducted during advising and after graduation to assist with gauging student interest in and perceptions of services and programs.

Focus Groups: YVCC conducts focus groups to gather perceptions about the college from a variety of groups and for a variety of purposes. Focus groups are conducted with community groups as a part of strategic planning and development of new professional/technical programs. These groups provide input on the opportunities for the college to better serve the community and/or on the development of curriculum for specific programs of study or student support. For example, after receiving the Title V Hispanic Serving Institutions grant in 2007, YVCC conducted focus groups with the administrators from the service district high schools to ascertain practices to encourage college matriculation and support for high school personnel. Also as a part of Title V, YVCC conducted focus groups with high school counselors as part of the Title V Annual High School Counselor Symposium. The purpose of these focus groups has been to ascertain the kinds of students high school counselors believe are best served at a community college and what, if anything, YVCC can do to expand their services to be perceived as serving all levels of students equally appropriately.

Focus groups are also conducted with groups within the YVCC community, including students, staff, faculty, and administrators to both understand feedback and to strategize responses.

- Focus groups were held with each administrative unit (administrators, professional staff, faculty, and classified staff) following the 2009 Annual PACE survey to ascertain what, if anything, YVCC might do to improve the perception of working conditions. Feedback from these groups was compiled by outside evaluators who then gave the college a series of recommendations for consideration. These recommendations were addressed by the Administrative Council.
- When YVCC was in its initial year of involvement with Achieving the Dream (ATD) in 2006-07, focus groups were conducted with students and faculty members to discuss barriers to attendance and possible solutions to help students overcome these barriers.
- During the 2009 Assessment Workday, cross-curricular groups of faculty who met to focus on assessment attempted to come to some agreement about how to measure the value added of attending YVCC, resulting in the college adopting two overarching student learning outcomes for all divisions: communication and analytical reasoning.
- At the close of winter quarter 2011 and during spring 2011, focus groups were held with TRIO SSS Learning Community students to gather their perceptions about their first year of college and specifically to solicit recommendations to use in planning the Fall 2012 TRIO SSS Learning Communities for entering students. Information gleaned from these groups was useful in revising the annual planner and curriculum assignments, as well as trying to strategize how to engage more students in using math support groups.

Planning Meetings: In addition to the regularly scheduled meetings listed in Section 3.A.1 of this report, various college entities hold meetings to plan for a variety of programs and college processes, including the following:

- Professional Technical programs hold Advisory Board meetings at least twice each year. A key feature of these meetings is community input on program offerings and opportunities.
- Beginning in December and running through May each year, the college president holds open-forum budget meetings with the staff and faculty to share information about proposed funding for YVCC and the effect such funding will have on budgets. Input about how to address the budget is sought at these meetings and through Sharepoint links.
- Grant teams meet to discuss grant-funded activities and outcomes and adjust program services as indicated by data. These teams may include a mixture of administrators, faculty, staff, students, and community partners.
- All-Campus meetings held by the President after Board meetings provide a forum for sharing information about Board actions and discussions, as well as seeking input from the internal YVCC community about such actions and discussions.

Event Evaluations: YVCC utilizes both paper-pencil and online formats to evaluate participants in YVCC activities. Examples include the following:

- Attendees at high-demand lectures and diversity series lectures complete Scantron form evaluation questionnaires
- Student satisfaction with various programs of study is captured via both in-class paper-pencil formats and online formats
- Counselors attending the annual Counselor Symposium complete a Scantron form evaluation of the program as well as their experience with YVCC
- Faculty and staff attending Convocation and Accreditation Workdays are asked to complete online evaluations.

3.A.3 - Planning Process Informed by Appropriate Data

As referenced in sections 3.A.1 and 3.A.2 above, YVCC collects and uses a variety of data to guide decision making that is in line with its mission and objectives. The majority of the data gleaned from these planning processes is incorporated into the assessment of mission fulfillment via broader objectives included in the assessment of the Core Themes. Each Department/Program conducts an annual updated self-study that includes a review of the year's goals and progress made, as well as proposals for goals for the next year. These annual updates are compiled for the various divisions of the college and reviewed at the Annual Administrative Retreat, where decisions are made about the priorities for the next academic year. As indicated by data, the Administrative Team may entertain proposals from the IE Team to modify core themes, objectives, and/or indicators, or to propose changes themselves. Any modifications to the core themes are taken to the BOT for consideration, along with the annual summary of progress toward meeting core theme objectives.

3.A.4 - Comprehensive Plan Articulates Priorities

Priorities for each year are identified through planning processes that begin in winter quarter with the proposal of the next academic year's schedule and the identification of the resources necessary to meet this schedule. In setting priorities, requesters are asked to justify their requests in light of the potential contribution to achievement of core theme objectives. As the resources for the next year are solidified in late spring quarter each year, an annual schedule is developed

that encompasses all parts of the mission. Resources are then allocated to this schedule and priorities for both educational and administrative activities are set by the Administrative Council and Board of Trustees during summer quarter. Following are some examples of how the planning process proposals were incorporated into the budget process:

- YVCC is committed to student success and completion. After an extensive analysis of student success and completion patterns for ATD, YVCC recognized that student success is heavily dependent on success in math. Students need to take math early in their academic careers, so the college needs to have enough sections of math available when students first enroll. Recognition of this lead to hiring additional math instructors in 2010-11.
- YVCC is committed to maintaining high quality learning environments for all students. This commitment has resulted in retrofitting buildings for ADA and safety compliance and scheduling replacement of technology on a rotating basis.
- YVCC is committed to its underprepared college population, including the Adult Basic Education and English as a Second Language groups. A priority has been placed on assisting students with reaching college-level participation as quickly as possible. From 2008 to the present, funds have been leveraged to support faculty members to work in cross-disciplinary teams to reduce redundancy in programming between ABE and Developmental Education, and faculty members from various departments have been approved to teach across departmental boundaries. Pilot programs were conducted in spring 2009 through spring 2011, with refined programs scheduled for fall 2012. These changes are anticipated to result in more students successfully transitioning to from pre-college to college coursework, as well as more efficient use of funding.

3.A.5 - Emergency Preparedness and Contingency Planning

YVCC publishes and regularly updates a comprehensive Emergency Preparedness Plan under the direction of the Vice President of Administrative Services. This plan covers both the procedures to be followed and the related responsibilities of various employees for carrying out these procedures. The general tenets of the plan are covered during Convocation each fall, with reminders and updates sent to the campus community via the internet.

Four groups have responsibilities for the ongoing assurance of safety, security, and emergency preparedness at YVCC: the Security Department, the Safety Committee, the Administrative Council, and the Incident Command Team. YVCC is currently adding an uninterrupted power source to its servers to protect data in the event of a power failure. Should operations be suspended due to an emergency, the Executive Team will assess the possibilities after an incident and develop a plan to resume operations. Information will be reported to the campus community via internet and media by the Community Relations Coordinator.

CHAPTER FOUR

CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT

a. Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22 - Student Achievement: As chronicled in Standard Two, YVCC identifies and assesses expected learning outcomes for degree and certificate programs through a faculty-centered process of curriculum development and approval. Individual faculty members, faculty departments, and/or administrators can propose courses for inclusion in the YVCC curriculum. The following elements are documented for each course via the Course Impact Statement Form and Course Outline Forms: mode of instruction; class capacity; rationale and link to mission; course designator and number; course description; student learning outcomes; and learning objectives and/or competencies. At a minimum, existing course outlines are reviewed and updated on a five-year cycle to ensure that objectives reflect current practices and expectations of the respective disciplines and programs of study.

At the academic department level, a variety of methods are used to validate student achievement of learning outcomes for the courses under their jurisdiction. Examples of this include English faculty members meeting quarterly to review student portfolios from a variety of courses against a standard rubric for successful completion of each course's objectives and Biology faculty members teaching BIOL 109 using a common pre-final to investigate patterns of student understanding or confusion so that curriculum can be adjusted and/or tutoring can be offered. Learning outcomes are published to students in course syllabi, imbedded in course assignments, and assumed to be met by successful completion of program and/or degree requirements.

The assessment of student achievement has been the discussion topic for Convocation and Assessment Workdays each of the last ten years. Faculty, staff, and administrators with responsibilities related to curriculum gather to review students' success patterns; identify successful practices and areas of concern; and work on strategies for engaging students in learning. Two over-arching student learning outcomes have been identified as pertaining to all fields of study at YVCC: Communication and Analytical Reasoning. If a particular course specifically assesses these outcomes, the outcomes are included in the course outline.

Eligibility Requirement 23 - Institutional Effectiveness: As detailed in Standard 3.A, YVCC's planning and evaluation processes are based on the use of appropriate data to inform decision making. These efforts include ongoing activities such as bimonthly Administrative Team meetings, periodic activities such as monitoring of enrollment on a quarterly basis, and cyclical activities such as strategic planning every five years. Each spring quarter, the departments and programs provide an analysis of their progress towards meeting their annual goals and an update on their goals for the next academic year. This information is utilized by the Administrative Team during their Annual Administrative Retreat to determine the extent to which the college is meeting its core theme objectives and fulfilling its mission, and to propose college priorities for the next year. The Board of Trustees receives the Administrative Team's evaluation and priorities, reviews the evidence, and determines the board's priorities for the college.

Throughout the year, the Board of Trustees receives updates on various aspects of the core theme activities and progress toward meeting objectives.

A variety of information related to the YVCC's internal and external environments is collected and reviewed as part of the college's efforts to assess its ability to maintain programs that are of value to the community. Students are surveyed when they enter the college each fall, and as needed for particular programs. Community feedback is solicited through advisory boards; feedback on student performance in internships and cooperative learning activities; and strategic planning surveys and focus groups. Internally, YVCC seeks feedback about the internal climate through use of the PACE survey, focus groups, all-campus meetings with the President, and divisional meetings. Data are gathered about the college's efforts – including such things as enrollment reports, faculty/staff demographics, and student success – and utilized to assess whether the college is meeting its objectives.

b. Standard 3.B: Core Theme Planning

Prior to NWCCU's introduction of the new accreditation standards, YVCC's comprehensive plan expressed its mission via a mission statement that was supported by five vision statements with related goals and annual priorities. The five vision statements were summarized as Access, Community, Resources, Equity, and Success (Exhibit).

After attending the NWCCU annual meeting in February 2009, the YVCC administration determined that the decision about whether to adopt the new standards or continue to work with the old standards should be made with input from a variety of internal constituents. Spring quarter 2009, YVCC held an Institutional Effectiveness Team meeting to review the pros and cons of writing the self-study based on the old standards or adopting the new standards. This group recommended adopting the new standards and began the initial conversation about how YVCC should describe our institution from the perspective of the new process. Later in spring 2009, the IE Team reviewed a variety of materials and data about the college's performance to better define the Core Themes and to draft proposed objectives. Items reviewed included the mission, vision, and goal statements; performance data from a number of initiatives; and a review of current strategic efforts.

Using this initial analysis as a working template, in fall 2009 the college president began the five-year strategic planning process with the collection of community data and input that might further inform the development of core themes. This input was merged into an Environmental Scan that was then utilized by the Institutional Effectiveness Team to incorporate community data into the planning process.

As a result of these IE Team review and strategic planning efforts, the vision statements related to Community, Access, and Success were maintained as core themes, while the vision statements related to Resources and Equity were imbedded into the new themes. The rationale behind imbedding Resources into the Core Themes was that this vision statement seemed more like an iteration of the new Standard Two. The rationale behind imbedding Equity in the core themes was an outgrowth of YVCC's participation in the national Achieving the Dream (ATD) initiative. Colleges participating in ATD routinely disaggregate data in order to determine if all

groups are benefitting from practices and to ensure that equity is imbedded in institutional practices. This includes determining that enrollment is reflective of the community, that access is ensured for all, and that all student and staff groups are successful.

Once the college had selected the three Core Themes, the Institutional Effectiveness Team was divided into three working groups to address the development of objectives and indicators for each theme, and, ultimately, to provide the first review of indicator data as part of the institutional assessment process. An administrator was assigned leadership for each Work Group, with a member of the Office of Institutional Effectiveness (OIE) assigned to support the gathering, sharing, and analysis of data related to each theme. The Core Theme Work Groups all followed the same protocol:

- Clarifying and defining the objectives and indicators for the core theme (fall 2009).
- Discussing current programs and services related to the Core Themes and identifying potential data that might be used to analyze performance (ongoing from fall 2009)
- Reviewing existing data related to objectives and indicators, and proposing targets for quantitative measures (winter and spring 2010).
- Providing initial input about the objectives and indicators for review at the annual Administrative Retreat (spring 2010). This review was ultimately taken to the Board of Trustees for approval of the Core Themes, objectives, and indicators (summer 2010).
- Assessing the performance of the college related to the core theme indicators and objectives (fall 2010; spring 2011).
- Providing a summary of the performance for each core theme to be reviewed at the annual Administrative Retreat and Board of Trustees Retreat (spring 2011).

3.B.1 - Planning Guide Selection of Programs and Services

In order to understand how programs and services are aligned with the core themes, YVCC developed tables of major college service, programs, and initiatives related to each theme and embedded these in Standard Two. These tables are a work in progress as programs and services are added or deleted. As YVCC implements Strategic Planning OnLine software to help track planning efforts for all units of the college, it will be easier to determine how the various college entities see their efforts contributing to the Core Themes. For example, the Counseling and Advising Center is involved in strategies that relate to all three Core Themes: Community – contact with high school counselors, symposium, etc.; Access – New Student Orientation; and Success – Academic Early Warning and SD courses.

The budget planning process takes into account the costs of various strategies as well as any data that can verify that these expenses are contributing to accomplishment of the Core Themes. For example, when the TriO Student Support Services (SSS) grant was written in spring 2010, the college reviewed data on incoming, first-generation, low-income students and determined that there was a need to structure their first quarter more carefully. The college agreed to pilot a learning community approach that combined developmental English with a Student Development course into an eight-credit learning community. Two instructors were together for the entire class period, making this approach more expensive than traditional stand-alone courses. The thought was that if this approach resulted in increased retention and, ultimately,

increased success, that it was actually cost effective. Data from fall 2010, the first quarter of implementation, was convincing. Students enrolled in the learning communities were compared to a matched cohort of students with the same profiles who were not in the learning communities, and on every measure the SSS students were more successful. SSS students completed developmental English at a rate of 82% compared to 68% for the matched cohort. Retention from fall to winter for SSS students was 97% compared to 78% for the matched cohort. And SSS students were much more likely to be enrolled in math than their non-SSS peers: 80% of SSS students were in math compared to 55% of non-SSS peers. This data was used to justify the more expensive approach for the proposed 2011-12 academic year.

3.B.2 - Planning Guides Selection of Contributing Components

YVCC relies on a review of data, literature, and community input to plan for programs and services related to each core theme. Initially, data relevant to the particular theme is reviewed to determine areas of focus. This data is gathered at the course, department, program, division, and college levels, and includes quantitative and qualitative data as available.

For example, under the core theme of Community, data on matriculation from high school to college has been reviewed to determine, in part, if efforts to improve these rates are having the desired effect of increasing college enrollment within the first year after high school graduation. YVCC recognizes that this takes a concerted effort by multiple groups, but as a contributor to this effort, YVCC monitors matriculation data with the community to help determine which efforts appear to be contributing to increased college enrollment. As a result of these reviews, YVCC has refined its approach to student outreach to include multiple programs and services: faculty participation in Transitions Math and English projects; COMPASS placement testing for high school students to encourage better preparation in high school; Running Start dual enrollment in high school and college; Tech Prep articulations for professional-technical courses; interaction between YVCC counseling and student services staff and middle and high school counselors; college fairs; and Faculty Speaker's Bureau. Over the past eight years, matriculation has been steadily increasing, with the more than 40% of students in the YVCC service district who matriculate to college electing to attend YVCC.

3.B.3 - Planning is Informed by Appropriately Defined Data

YVCC uses a variety of data to plan for programs and services. Some examples of this have already been provided above in Standard 3.B.1 and 3.B.2. In Standard One, YVCC detailed the rationale behind various indicators and the data that would be used to determine success in these efforts and provided an overview of how this data would be used to determine mission fulfillment.

In order to determine “appropriately defined data,” YVCC has participated in a number of initiatives and conducted multiple literature reviews and comparisons to other institutions. The national Achieving the Dream (ATD) initiative required YVCC to gather indices of student access and success that are maintained in a national database. YVCC was able to compare its performance to that of other ATD colleges. The Washington State Board of Community and Technical College's (SBCTC) Student Achievement and Governance Institute for Student Success databases provided opportunities for YVCC to compare performance with other Washington state community colleges. Several funding sources, including Title V, Perkins, and

TRIO programs now provide comparison data and/or set benchmarks for performance for their target populations, and YVCC has considered these comparisons for appropriate groups.

The process of using data to plan for core theme programs and services permeates the institution. While the President ultimately is responsible for the college's performance and the integrity of the data used to analyze that performance in all arenas, direct supervision of individuals who gather and manage data is divided among three positions.

- The President directly oversees data related to human resources, community relations. The Director of Human Relations and the Community Relations Manager report directly to the college president. Data directly managed by these individuals includes YVCC employee demographics and community use of facilities.
- The Vice President of Instruction and Student Services is responsible for data related to enrollment and student success. This VP oversees enrollment management; compliance with state and federal reporting requirements; and compliance with grant and initiative objectives related to instruction and/or student services. The deans, directors of academic and student services programs, and the faculty director for the Office of Institutional Effectiveness provide the VP with a variety of reports ranging from daily enrollment data to class capacity rates to analyses of program strategies.
- The Vice President for Administrative Services is responsible for data related to financial oversight, including developing and monitoring budgets; capital projects; facilities operations; and security. Directors of accounting services, budget, facilities operations, and security oversee data collection and dissemination for their respective areas.



Assessment of Mission Fulfillment

(Prepared for the YVCC Board of Trustees, August 2011)

Core Theme Planning (3.B), Analysis for Effectiveness (4.A), and Improvement (4.B)

Core Theme One – Community

YVCC provides learner-centered environments with a focus on its diverse students, providing a foundation for lifelong learning resulting in student achievement of educational goals through completion of courses, certificates, and degrees.

As a Hispanic-serving Institution and an Achieving the Dream college, YVCC is very aware of the responsibility it has to students and to the community to focus on student success in their attempted endeavors. To this end, YVCC has focused on creating a responsive and responsible environment that serves a variety of purposes and helps students meet a variety of goals.

3.B - Planning for the Core Theme of Community

Fourteen members of the Institutional Effectiveness Team were assigned to develop indicators and to assess the core theme of Community. The Community Work Group was led by President Linda Kaminski, with data support from Office of Institutional Effectiveness Database Manager Sherry Schnebly.

The Community Work Group was charged with identifying the programs and services that related to the objectives of Community core theme, reviewing existing data to ascertain the level of progress in that area, and determining additional information or data needed to evaluate performance.

Core Theme One was expressed by seven objectives, with 11 quantitative indicators and 20 descriptive indicators imbedded in Standard Two.

4.A - Analysis for Effectiveness for the Core Theme of Community

YVCC determined that all seven of the seven Community Objectives were met.

Concerns: Maintaining outreach services with diminishing resources; the future of dual enrollment programs as legislative mandates change.

Key highlights: Creation of the Multicultural and Outreach Services Office in 2007 enabled YVCC to host and track participation in numerous outreach activities with area schools; partnerships with community-based organizations, other institutions of higher education, businesses, and student support organizations have expanded YVCC’s ability to serve a variety of students; YVCC offers a wide variety of programming to which the public is invited; the economy, social structure, and tax base of the YVCC service district benefit from the direct dollars YVCC brings into the community and in the productivity effect of having a more educated populace; YVCC has leveraged and securely managed funding from a variety of sources; and YVCC has taken a proactive stance toward managing campuses for student safety. See the tables that follow for more detailed analyses.

4.B - Suggestions for Improvement for the Core Theme of Community

Given that this was YVCC’s first experience with the new accreditation process, one overall suggestion is to more carefully select and/or create indicators that provide perspective on the objective in question. In some cases, the indicators selected didn’t directly speak to the objectives or the college was unable to adequately track that type of information. In other cases, new data had become available that may indicate better whether some objectives are being met. Besides more careful development of indicators in the future, specific recommendations the college made to itself include the following: clarify what is meant by continuing education and how we will track it; and develop better means of tracking the variety, number, and success of partnerships in which YVCC is engaged. See tables that follow for more detailed suggestions.

Table 4.B.1: Objective 1.1

Objective 1.1 – Increase the college-going culture of the service district				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	1.1.a Running Start enrollment ⁴⁸	2006-07: F-322; W-309; S-284 Avg-305	Average 300/qtr	2009-10 F-323; W-326; S-278 Avg-309
DESC	1.1.b Survey of high school personnel ⁴⁹ regarding perceptions of higher education at YVCC (Standard 2.D.1)	Done in 2008, and 160 surveys were completed. Overall rating of satisfaction was very good; more than 75% rated YVCC’s reputation as excellent or good.		
	1.1.c Participation in pre-college programs and activities ⁵⁰ (Standard 2.D.1)	Thousands of K-12 students and their families participate or benefit each year. Number and types of events have expanded.		
	1.1.d Percentage of high school graduating class matriculating to college ⁵¹ (Standard 2.D.1)	The percentage of students matriculating to college the first year after completing high school has risen from 41% for the class of 2004 to 45% for 2007 class.		

	<p>1.1.e Monitor Tech Prep enrollments⁵² (Standard 2.D.1)</p>	<p>From 2006-2008, students had to pay for transcription of Tech Prep credits; from 2008-2011, transcription was based on course completion and enrollment surged from an average of 81 for the 2006 AY to 395 in 2009-10 (last full year available).</p>
<p>Rationale: National research indicates that students who participate in pre-college activities during high school are much more likely to matriculate to college. Since YVCC enrolls more than 40% of area graduates who attend college, it is important for the college to be active with and aware of our up-and-coming high school cohorts. YVCC expends considerable grant and college funds, as well as staff time and expertise, on pre-college programming.</p>		
<p>Overall Analysis (4.A): MET</p> <ul style="list-style-type: none"> • Running Start enrollment has been maintained; lack of growth likely related to changes in the economy (gas prices, costs of books, unemployment) and changes in high school curriculums that emphasize staying on the high school campuses to complete the required WASL and student project graduation requirements. • The Legislature continues to debate Running Start and proposed changes to fees, credit limits, tuition, etc., may impact future enrollment. <p>The Community Work Group identified extensive activities related to increasing the college-going culture in the YVCC service district. These activities involved all aspects of the college. Examples from various activities aimed at facilitating entry to college include the following:</p> <ul style="list-style-type: none"> • Facilities Operations worked in conjunction with Upward Bound and Connex Summer Camps to provide appropriate learning environments for high school students to participate in summer experiences on the YVCC Campus. • The YVCC Speaker’s Bureau, a Title V initiated activity, worked with Community Relations to inform the community of the opportunity to arrange faculty/staff/administrative speakers on a variety of topics. • A cross-campus faculty team piloted an Honors Program to encourage scholarship and provide a vehicle for students wanting to participate in research and other projects. • A Counselor Symposium was offered by YVCC counselors for district high school counselors each fall beginning 2008. • Tech Prep enrollment surged after YVCC dropped the transcription fee, but the future of Tech Prep is questionable after the state cut funding for the program in the 2011-13 biennium, leaving no funds to coordinate the program. • From 2001-2011 YVCC expanded the number and types of K-12 Outreach, predominately through Title V funded efforts. Events were offered from all divisions of the college. In a summer 2011 report on K-12 Outreach, it was estimated that YVCC had interacted with more than 25,000 individuals at outreach events and activities. 		
<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> • Dropped transcription fees for Tech Prep in an attempt to encourage students to view their credits from Tech Prep as a start on college at YVCC. • YVCC created the Community Outreach and Multicultural Services (COMS) office 		

under the Vice President for Instruction and Student Services. This office was led by the Title V Director. This office has become the point-of-contact regarding requests from area schools. Office staff works with all areas of the college to offer tours, college fairs, and diversity events aimed at bringing first-generation, non-traditional high school students to the college campus. This office was recently relocated to the HUB for a larger, more visible space.

- Maintained partnerships with area high schools to share data about the success of their students after matriculation to college and the indications of how to prepare for college.

Suggestions for Improvement (4.B):

- Consider creating a dual enrollment review as opposed to separating Tech Prep and Running Start and moving these to descriptive indicators since Legislative actions outside YVCC impact enrollments.
- Identify a means of better capturing YVCC’s efforts to encourage pre-college participation.
- Run an analysis to see if more Tech Prep students are matriculating to the college since the transcription fee was dropped and estimate the possible impact the cut in funding might have.

Table 4.B.2: Objective 1.2

Objective 1.2 – Contribute to the work skills and educational levels of the YVCC community				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	1.2.a Number of GED testers who complete annually ⁵³	2002-03: 456	500	2009-10: 707
	1.2.b Number of YVCC GED students who complete annually ⁵⁴	2002-03: 207	215	2009-10: 191
	1.2.c CAPS GED completers ⁵⁵	2007: 122	125	2009: 84
	1.2.d Number of students who earn the goal of improving Basic Literacy Skills ⁵⁶	2005-06: 213	400	2009-10: 629
	1.2.e Number of students who earn the goal of improving English language skills ⁵⁷	2005-06: 383	500	2009-10: 608
	1.2.f Percent of Prof/Tech students employed in their field of study nine months after graduating ⁵⁸	2001-02: 82%	85%	2009-10: 82%
	1.2.g Number of certificates and degrees awarded each year ⁵⁹	2004-05: 818	850	2009-10: 882
	1.2.h Number of WorkFirst students served each year ⁶⁰	2005-06: 768	1000	2009-10: 1527
	1.2.i Worker Retraining FTE relative to the annual target ⁶¹	2005-06: +28	Annual FTE target +/- 2%	2009-10: +39

DESC	1.2.j Advisory boards in compliance with WAC ⁶² (Standard 2.C)	Advisory Board representatives assist with guiding course and program development; data in WED Dean's office; most boards are in compliance with WAC. Each year some boards experience turnover that may result in temporary noncompliance.
	1.2.k Continuing enrichment courses, workshops, and activities available to the community (Standard 2.C.16-19)	Variety of courses taken as non-credit and/or credit. Basic Skills uses CRTR designation for these courses. Most offerings are through Agriculture, Business, the Larson Gallery, PE, and Technology Services.
Rationale: YVCC contributes future employees and better educated citizens at a variety of levels of preparation, ranging from basic skills through completion of degrees. This work is informed by the varied membership of advisory boards and committees.		
<p>Overall Analysis (4.A): MET</p> <ul style="list-style-type: none"> • Both the number and percentage of GED testers who complete all testing has steadily increased; > 50% completion rate. GED Completions • The number of GEDs completed by students enrolled in YVCC ABE/GED programs has remained fairly constant, averaging 212 students per year. The number was down in 2009-10. • College Alternative Programs (CAPs) GED graduations are down as high schools are making greater efforts to retain students and assist them in graduating. It appears that setting a target number of graduates is inappropriate. The number of CAPs agreements also affects enrollment and thus graduation numbers. The number of agreements has changed across the years. In 2010-11 YVCC partnered with the Ellensburg, Grandview, Sunnyside, Wapato and Yakima schools districts to offer CAPs on YVCC campuses. • The number of ABE and ESL students meeting goals to improve basic literacy has almost tripled while the number meeting goals to improve English language skills has increased to nearly 60%. • Employment post-graduation for professional-technical students is greater than 80%. Students have been finding employment even in an economy where business has been laying off skilled workers. • The number of certificates and degrees awarded annually is at target and up from the baseline. • The number of WorkFirst students served has swelled to more than 1,500, probably a reflection of the downturn in the economy. • From 2005-10, YVCC exceeded the Worker Retraining FTE target in every year except 2007-08, when changes in the economy impacted referrals and opportunities. • Advisory boards are generally in compliance, with some boards experiencing turnover that temporarily results in noncompliance. For example, if the WAC states that a board must have two representatives from the related industry and one leaves mid-year and is not immediately replaced, that advisory board is out of compliance. • YVCC needs to more clearly define “continuing enrichment.” 		

<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> • Focus efforts on providing support to YVCC GED and CAPs students to encourage GED completion. • Maintain efforts to track and monitor ABE/ESL student progress.
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> • Clarify the definitions and tracking of continuing enrichment courses, workshops, and activities available to the community. This might include setting an acceptable range of service for any given year so that we can address the fluctuations that result from changing state allocations.

Table 4.B.3: Objective 1.3

Objective 1.3 – Support partnerships with stakeholders		
Indicator Number and Title		Outcome
DESC	1.3.a Programs offered in partnership with business and/or community-based organizations (Standard 2.C)	Responsiveness to community interest and need; reflective of breadth of services offered
	1.3.b Articulations and agreements with other educational institutions (Standard 2.C)	Enable students to transition successfully
	1.3.c Partnerships with local, state, and federal government	Partnerships reflective of the breadth of service of the college
<p>Rationale: Because no single institution can provide all of the services needed by students, it is vital that YVCC monitor its partnerships, focusing on their purposes, outcomes, and contributions. Community organizations provide many wrap-around services; other educational institutions offer coursework and programs for which there are few students at YVCC.</p>		
<p>Overall Analysis (4.A): MET</p> <ul style="list-style-type: none"> • Numerous partnerships provided benefits to YVCC, partners, and students. Review the efficiency report for details.⁶³ Highlights included collaborating with CWU to oversee the Deccio building and to develop operational standards; the SBCTC to oversee the Allied Health Center of Excellence; the Workforce Development Council to fund a clinical placement coordinator; Heritage University and Perry Tech to provide dormitory space for their students; and partnering with the city of Grandview to construct the new library on the YVCC Grandview Campus. • YVCC collaborated with Wenatchee Valley College to articulate its Tree Fruit Production Program for YVCC students and YVCC’s Viticulture program for WVC students, thus enabling students to attend programs while not incurring additional expenses to the colleges. The Yakima Valley Technical Skills (YV Tech) program moved from the YVCC campus to a new facility, enabling YVCC to move into the building. • YVCC partners with five school districts to run the College Alternative Programs (CAPs), a high school retrieval program serving approximately 900 students each year. • Partnered with the YV Tech and Perry Tech to offer degree programs. • YVCC collaborates with 16 high schools to offer Tech Prep, Yakima School District to offer GEAR UP and with four school districts to offer Upward Bound. Approximately 		

<p>5,600 students are reached by these efforts.</p> <ul style="list-style-type: none"> • YVCC partners with The Seasons and school districts to offer the Music Festival Outreach Program, with events held at The Seasons, YVCC, and area schools. • YVCC partners with numerous programs for healthcare programs – see program self-studies.
<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> • Continued to explore and develop partnerships to better serve students, maintain the viability of programs, reduce redundancy in programming, and enhance services, including partnering with the Workforce Development Council to hire a clinical coordinator and collocating DSHS staff on the YVCC campus to help our students. • Continued to work with area high schools via the Transitions projects for Math and English on options for direct placement from high school programs into YVCC coursework.
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> • Develop a better means of capturing our partnership efforts; some partnerships may not fit neatly into the categories we have outlined above.

Table 4.B.4: Objective 1.4

Objective 1.4 – Maintain YVCC’s relevance to the community		
	Indicator Number and Title	Outcome
DESC	1.4.a Student involvement in extracurricular activities ⁶⁴ (Standard 2.D)	Fall survey data and incoming student data – in 2006, 14.9% reporting involvement increased to 19.9% reporting involvement in 2009. ASYVCC oversees 26 clubs; most clubs have been offered throughout the past ten years; new clubs include the American Sign Language Club, IT Club, Philosophy Club, and the Transfer Club. YVCC’s Athletics Department offers three sports for men and five for women. Approximately 560 students from YVCC are involved in formal extra-curricular activities such as clubs or athletics each year, while many more attend events such as Faculty Lectures, the Latin Music Festival, and the Diversity Series.
	1.4.b Events at which community participation is desired (Standard 2.D) YVCC Events Page	YVCC doesn’t have a single means of tracking this, so it is difficult to ascertain the number of events. Types of activities included sports, music, drama, Career Expo, transfer fairs, college fairs, public forums hosted on campus, Board of Trustees’ meetings, and Faculty Lecture Series events.

<p>1.4.c Environmental Scan⁶⁵ is reflected in the Strategic Plan (Standard 2.A)</p>	<p>2009-10 Scan incorporated community feedback from a survey and focus groups; community and college demographics; and trend analyses from a variety of sources.</p>
<p>1.4.d YVCC physical grounds enhance the communities they serve (Standard 2.G)</p>	<p>Grounds maintenance is scheduled; emphasis is on safety</p>
<p>1.4.e Diversity of employees (Standard 2.B)</p>	<p>HR maintains analyses of YVCC workforce, including the annual Governor’s Affirmative Action Policy Commission (GAAPCom) report⁶⁶ and trend analyses for hiring of persons of color as well as composition of the YVCC workforce. The percent of YVCC employees who are persons of color is above other entities as analyzed below.</p>

Rationale: YVCC must consider current services in light of how well they serve the current realities of the service district, including students, community members, and businesses.

Overall Analysis (4.A): MET

- Students continue to be involved in a variety of extracurricular activities.
- YVCC was able to resolve its Title IX proportionality issue by demonstrating that the need for women’s sports is being met.
- A number of “fairs” are offered to attract the YVCC student population as well as community members: Career Fair, Transfer Fairs, and College Fairs
- YVCC provides a wide variety events to which the community is invited, including the faculty lecture series; drama and music programs; diversity series; and athletic events. YVCC operates the Larson Galley with the Larson Gallery Guild to offer a variety of shows, workshops, educational programs, and events each year. The Guild is supported by a membership of more than 300 individuals from the community. Additionally, YVCC leases facilities to events such as the summer music festival and outside athletic groups such as volleyball teams that also bring the community to campus.
- The YVCC conducted eScan was helpful in strategic planning and in development of Core Themes and strategies.
- In addition to prioritizing the safety of facilities, YVCC also maintains green space to ensure the overall aesthetic of facilities.
- Considerable efforts have been made to ensure that the new library on the Grandview Campus provides services that are relevant to YVCC students and community members.
- GAAPCom reports and trend analyses⁶⁷ on the composition of the YVCC workforce reveal that the percent of persons of color in the YVCC workforce (19.8%) is above the average for Eastern Washington colleges, colleges of similar size, four-year institutions of higher education and overall Washington State government (19%)⁶⁸. For Hispanics, the greatest representation within the persons of color categories, YVCC has met or exceeded Affirmative Action goals for availability in all job groups. Changes in employee composition are limited by the low turnover rate. Washington State law prohibits the use of race in employment decisions. YVCC strives to attract a diverse pool of qualified applicants through broad-based advertising.

Resulting Actions (4.B):

- New clubs have been developed, reflecting changing interests and expertise of new faculty. Women’s athletic programs have expanded to include a soccer program and to include women on the wrestling team. In addition to continuing the traditional choral, YVCC offers a Latin Music program, including a Latin Music Festival each May.
- Updated hiring practices focus on competency based hiring and use of online applications.
- Hiring procedures focus on recruiting applications from a more diverse population as a means to increase diversity in the pool of candidates.

Suggestions for Improvement (4.B):

- Consider how to gather data about the impact of the new Grandview Library and its relevance to the community.
- Continue to focus on attracting a large pool of qualified applicants through broad-based advertising.
- Create a survey of clubs to help gather data about students’ perceptions of the value added of extracurricular involvement.

Table 4.B.5: Objective 1.5

Objective 1.5 – Maintain a skilled workforce as a major employer in the community				
Indicator Title and Number		Baseline	Target	Outcome
QUANT	1.5.a Difference between YVCC PACE Score compared to NILIE national norm ⁶⁹	Fall 2006: YVCC 3.53; NILIE 3.57 difference -.04	0% difference or better	Fall 2009 YVCC. 3.7 NILIE 3.61 Difference +.04
DESC	1.5.b Vocational certification update ⁷⁰ for faculty in compliance with guidelines (Standard 2.B)	Records are maintained in the WED Dean’s office; faculty are in compliance; departments receive annual professional development funds to help support faculty in gaining professional development related to their fields.		
	1.5.c Offering of and participation in professional development activities (Standard 2.B)	YVCC attempts to reach 100% of its employees for professional development via activities ranging from overarching events such as ethics training during Convocation to individual efforts such as participating in national conferences.		
	1.5.d Contribution to the economic base of the community ⁷¹ (Standard 2.B)	2005 and 2011 EMSI studies demonstrate positive contributions.		
Rationale: YVCC’s internal community must be enhanced both for the provision of quality services and for participation in the broader community.				
Overall Analysis (4.A): MET				
<ul style="list-style-type: none"> • YVCC increased from just below the NILIE average to just above it. • Despite a 35% decrease in YVCC’s state funding over the past ten years, YVCC has 				

<p>maintained its programs and workforce.</p> <ul style="list-style-type: none"> • Faculty development funds have been distributed to the WED departments to support faculty in maintaining vocational certification. • YVCC sponsors first aid and CPR training for faculty members annually; this is a requirement for professional technical certification in several programs. • The college has been able to maintain faculty sabbaticals despite budget cuts. • Professional development opportunities were offered through Faculty Excellence Awards, grant-funded conference/workshop participation, convocation and assessment workday activities, departmental retreats, online and/or CD delivered trainings, and campus workshops. Nearly 100% of YVCC’s employees reported participation in some professional development. • Both the 2005 and 2011 EMSI studies demonstrated that YVCC makes considerable contributions to the economic base of the community, directly from the salaries and contracts from the college and indirectly from leveraging financial aid for students and increasing their income potential through education. • Economic factors affected professional development offerings over the past ten years. There have been freezes on out-of-state travel, cuts to travel budgets and decreases in state funding. The college has developed other options via collaborations; use of online, teleconference, and ITV resources; purchase of CD and video training materials; in-house workshops such as those offered on technology; access to the SBCTC online eSloan workshops; and funding through grants and initiatives.
<p>Resulting Actions 4.B):</p> <ul style="list-style-type: none"> • In 2010, the college decided to administer the PACE on a three-year schedule, thus allowing for time to implement changes that might affect scores and reducing expenses associated with administering the instrument. The next administration will be fall 2012. • Participated in SBCTC 2010-11 EMSI study sponsored by the SBCTC; will use in planning for the 2011 Standard One report.
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> • Develop a means of tracking professional development across the campus.

Table 4.B.6: Objective 1.6

Objective 1.6 – Secure and be a good steward of financial resources				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	1.6.a Meet FTE band ⁷²	2002-03: 24% over 3,578 allocated; 4,445 actual	Meet or exceed band	2009-10 11% over 4,021 allocated; 4,446 actual
DESC	1.6.b Maintain clean institutional audits (Standard 2.F)	There were no findings for audit reports during the last ten years.		
	1.6.c Generate resources through rental and acquisition of facilities (Standard 2.F)	YVCC has followed its capital plan to expand its footprint; paid parking has been added; rental fees for facilities such as the gym are reviewed and updated annually.		

Rationale: To maintain viability for the community, YVCC must manage current fiscal resources and increase resources for the future.

Overall Analysis (4.A): MET

- While the FTE target has steadily increased, YVCC remains overenrolled. While this brings in additional tuition funds, it taxes the support services for students.
- YVCC continues to carefully maintain business and financial records. As more grant funding has been secured this has meant additional training for management of records and grant funds have been leveraged to accomplish this, thus increasing the college’s overall ability to manage different funding sources appropriately.
- YVCC’s Board of Trustees has adopted a policy stipulating the amount of reserve to maintain.
- YVCC carries no debt.
- Grant funding and alternative resources have been developed and YVCC makes good investments.
- Budget meetings are held for all employees in winter and spring quarters to both keep employees informed about upcoming budgets and gather budget-related ideas
- Various energy conservation measures have been taken that have resulted in cost savings. The college schedule now includes working only Monday-Thursday during summer to conserve energy and ensure that equipment will last longer.
- There is a legislative shift toward doing the same or more with significantly fewer financial resources.

Resulting Actions (4.B):

- Continue to arrange training for fiscal management of grants; build this into the grants themselves.

Suggestions for Improvement (4.B):

- More carefully identify indicators; there are many more possible for this objective than were previously discussed, including information from Dr. Kaminski’s annual convocation report.

Table 4.B.7: Objective 1.7

Objective 1.7 – Provide a safe and secure environment in which teaching and learning is enhanced		
Indicator Number and Title		Outcome
DESC	1.7.a Emergency Preparedness Plan , includes crisis communication, building evacuations, and integration with other emergency personnel (Standards 2.D and 3.A)	The plan is current and up to date.
	1.7.b Clery Act Annual Statistics ⁷³ (Standard 2.D)	Federal requirement for a yearly report to maintain awareness of safety issues surrounding our facilities
Rationale: The two primary measures of safety and security are the statistics on the numbers and types of crimes or emergency events and the effectiveness of the college at carrying out plans to address these.		

Overall Analysis (4.A): MET

- Since 2001, YVCC's plan has improved each year to better respond to the growing campus needs in case of any type of emergency. We have annual, by building, evacuation drills. We have post-drill critiques to discuss any issues and how to improve performance. Emergency notification systems have been installed in 14 of 18 buildings on Yakima Campus and one building in Grandview. We need to install systems in the six buildings not covered.
- The YVCC Security Department tracks and documents crimes that occur at YVCC and they work with local police departments on crimes committed within a one-block perimeter of any YVCC property. The Clery Act only includes incidents reported to the Yakima Police Department and deemed by them to be criminal activity.
- Technology Services provides for backup for YVCC servers and technology.
- The YVCC Safety Committee meets monthly to discuss everything from electrical violations to student concerns.
- Over the past several years, YVCC has changed lighting for all facilities and parking lots and installed cyber keys on most buildings. Four buildings have card access, tracking arrivals and departures.
- 10-13 students per year are employed by Security as additional security staff. All of these students are in YVCC's Criminal Justice Program and have passed a criminal background check prior to employment.
- The Student Residence Center has been upgraded. Over the last several years, the door access system has been upgraded and a closed-circuit television surveillance system was installed. The door access system includes new key access to the recreation room and upper Lyon Hall. Door latch shields were installed on all resident rooms to prevent break-ins with credit cards. Lighting was upgraded in all three halls. Trees and shrubs were cut down to eliminate potential hiding places for criminals.
- Human Resources conducts background checks on new employees.
- Considerable efforts have been made to increase security in the Toppenish Learning Center and to partner with the Toppenish Police Department to respond to safety concerns.
- The Student Discipline Policy is published in the student handbook and on the website. It has been reviewed annually. The procedure for student discipline takes into account students' rights while attempting to ensure safety for all concerned.
- The possibility of implementing a Behavioral Intervention Team was explored, but deemed to be unfeasible because such a team would demand considerable staff time on a weekly basis yet promised little to no improvement over the current reporting and monitoring system. However, a great deal was learned by the team that received training and several items in the Emergency Preparedness Plan were changed.

Suggestions for Improvement (4.B):

- Install emergency notification systems in remaining buildings on Yakima and Grandview campuses.

Core Theme Two – Access

YVCC increases access through programs and services that address diverse challenges, learning styles, goals, and schedules of students in the district.

As an “open-door” community college, YVCC encourages and supports our community members’ enrollment in educational programs, including English as a second language, adult basic education, GED studies, professional and technical programs, transfer education, and lifelong learning. Concerted efforts are made to determine that access is equitably available to our diverse community for all the educational programs offered.

3.B - Planning for the Core Theme of Access

Fourteen members of the Institutional Effectiveness Team were assigned to work on development of indicators and assessment for the core theme of Access. The Access Work Group was led by Vice President Teresa Holland, with data support from Office of Institutional Effectiveness Faculty Director Wilma Dulin.

The Access Work Group was charged with identifying the programs and services that related to the objectives of the Access core theme; reviewing existing data to ascertain what it indicated about performance in that area; and determining additional information or data needed to evaluate performance.

Core Theme Two was expressed by six objectives, with eight quantitative indicators and 14 descriptive indicators imbedded in Standard Two.

4.A - Analysis for Effectiveness for the Core Theme of Access

YVCC determined that all six Access Objectives were met.

Concerns: Determining the appropriate services for the large numbers of students who are underprepared for quantitative courses

Key highlights: Tremendous growth and expansion of eLearning for access to and support of instruction; first quarter and year retention correlated to Mandatory New Student Orientation; completion of complicated analyses to gauge appropriate placement scores and prerequisite requirements; use of technology to support student services; increased transition from Basic Skills programs into pre-college and college coursework; student body closely mirrors demographic of the community; and state-of-the-art facilities. See tables that follow for more detailed analyses.

4.B - Suggestions for Improvement for the Core Theme of Access

Investigate mandatory placement into math courses until quantitative program requirements are met. Capture perceptions of the usefulness of and satisfaction with technological tools and eLearning. See tables that follow for more detailed suggestions.

Table 4.B.8: Objective 2.1

Objective 2.1 – Increase the number of opportunities for accessing basic skills, workforce, transfer, and lifelong learning education in our geographic area		
Indicator Number and Title		Outcome
DESC	2.1.a Responsive and sustainable site locations, services at each site, and locations throughout the district (Standard 2.G)	Two campuses and three learning centers still operating; all have tech support
	2.1.b Courses by modality ⁷⁴ and mapped by degree ⁷⁵ (Standard 2.C)	Increased offerings at distance, inc. all codes
	2.1.c Use of Zip Code Proxy ⁷⁶ for understanding the socio-economic status of our students in the region ⁷⁷ (Standard 2.D)	This proxy is now nearly ten years old.
Rationale: Access is a function of locations, modalities, and income levels, so tracking these areas and discussing whether we are doing as well as our resources allow contributes to access.		
Overall Analysis (4.A): MET		
<ul style="list-style-type: none"> • ITV capabilities have increased with the college moving into the Deccio building in 2002 and expanding facilities in Grandview. • In 2002, CWU, WSU, and Heritage University were brought into the Deccio Building, thus increasing access to four-year degrees. • YVCC Grandview Campus facilities have expanded; portables were brought in from 1999 to 2010 to temporarily house classrooms while the new buildings were being constructed. They were removed as a result of the library project. • Courses are offered in a variety of modalities: face-to-face (82%); ITV (3%); 100% online (8%); hybrid (7%) – hybrid defined as a combination of online and ITV. • Students are able to complete ten certificates of 45+ credits and 17 degrees where 50% or more of the credits are offered at the Grandview Campus. • Students are able to complete five certificates of 45+ credits and eight degrees where 50% or more of the credits are offered online. • Allied Health programs were expanded to the Grandview Campus. • Infrastructure to connect campuses includes new T1 lines. All sites are linked in. • By the Zip Code Proxy, YVCC students are predominately from communities with the two lowest socio-economic status groups (67% more) – they are poorer than much of the state, thus requiring more financial assistance and/or resulting in more working students. 		

<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> Following state requirements, coding for distance learning changed. YVCC adopted the “eLearning” vocabulary since “distance learning” is less inclusive of the ways technology is used to enhance and/or support instruction.
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> Consider how to report on distance learning in a way that is meaningful to the community. State definitions and reporting are not necessarily helpful or informative for our employees or the public.

Table 4.B.9: Objective 2.2

Objective 2.2 – Ensure prerequisites and placement requirements provide for a reasonable likelihood of success in courses				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	2.2.a Student self-report on Fall Survey about agreement with placement ⁷⁸	Fall 2006: Math: 33% Engl: 51%	≥50%	Fall 2009: Math: 45% Engl: 64%
	2.2.b Success in math by placement ⁷⁹	Fall 2006: 050: 79% 075: 69% 085: 80% 095: 74% >100: 73%	≥70%	Fall 2010: 050: 83% 075: 67% 085: 82% 095: 100% >100: 74%
	2.2.c Success in English by placement ⁸⁰	Fall 2006: 070: 83% 075: 77% 101: 77%	≥70%	Fall 2010: 070: 60% 075: 77% 101: 75%
DESC	2.2.d Review of program and degree prerequisites and requirements (Standard 2.C)	Multiple analyses of course success by English or math placement have been conducted, including work with ACT on COMPASS cut scores. In general, departments are striving for a course pass rate of 70%+.		
	2.2.e Course completion rate pathways analyses (Standard 2.C)	Prerequisite analyses for healthcare programs, including success in biology ⁸¹ , chemistry ⁸² , and psychology ⁸³ courses		
<p>Rationale: It is important to ensure that prerequisite requirements promote more course success and are not unnecessary barriers to admission to courses or programs.</p>				
<p>Overall Analysis (4.A): MET</p> <ul style="list-style-type: none"> The percentage of students agreeing with placement is increasing. This appears to be 				

correlated with more intentional intake procedures including orientations to placement, college, and advising.

- More students struggle with math, so it is understandable that fewer agree with their math placement than with their English placement. The college continues to investigate placement in math related to prior courses taken in high school, especially for recent high school graduates.
- In fall 2010, new courses and placement procedures were implemented. There was a statistically significant drop in the percentage of S grades for English 070 and increase in the number of credit grades. This is reflective of tightening grading requirements. It is predicted that success in 075 will increase as a result of this.⁸⁴
- Analyses of prerequisites revealed that students will be more successful in the majority of college-level courses if they place into English 101 and pre-algebra or beginning algebra (Math 075 or Math 085). Students placing into ABE math struggle in courses and complete at very low rates.
- Beginning in 2009, YVCC has been working on developing shared placement between ABE and college English and math programs and on transitioning students to college credit coursework.
- Analyses of prerequisites and pathways have revealed that, in general, students who complete the first course in a math or English sequence with a C or Cr struggle in the next course of the sequence.

Resulting Actions (4.B):

- Mandatory New Student Orientation and Registration was added in 2007. This was correlated with an increase in first-quarter and first-year persistence for three years; YVCC received Leader College status from Achieving the Dream because of demonstrating a strategy linked to an increase in success.
- New online materials have been developed to orient students to the placement exams.
- Placement exams are available during hours the computer centers operate. Students take their receipt to the labs, sign in, test, and receive scores immediately. They can then go to the Counseling/Advising Center for help interpreting the scores.
- The Math Department developed a math advising flyer that outlines the types of math covered in the developmental sequence and math pathway guides so that students can see their options for completing quantitative requirements.
- YVCC continues to review student perception and success data related to placement and prerequisites. YVCC's experience is that students at the community college fare better if they have the basic skills needed before entering college coursework. Efforts to articulate why the college requires what it does include orientation messages, handouts that summarize courses and requirements, and advising syllabi.
- English 070 and 075 were revised in fall 2010 in collaboration with the Basic Skills Department. As a result of this collaboration, rigor in 070 was increased. This appears to have resulted in a decrease in S grades and an increase in Cr grades.
- The math faculty has been researching successful strategies for developmental math success at other colleges.

Suggestions for Improvements (4.B):

- Establish clear policies for retesting and/or alternative placement procedures.
- Investigate mandatory placement into math courses and/or completion of math by a certain number of college credits to help ensure that students take math in a timely manner and that they are not allowed to avoid it.
- Monitor progress in English as cohorts move from 070 to 075 (as of fall 2011 this will be 090T and 095).

Table 4.B.10: Objective 2.3

Objective 2.3 – Provide a variety of student services to meet students’ needs, including ensuring that reasonable accommodations are made and communicated to students				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	2.3.a New Student Orientation participation ⁸⁵	Fall 2006 83%	90%	Fall 2010 93%
DESC	2.3.b Disabled Student Services participation (Standard 2.D)	Increased use of Disabled Student Services		
	2.3.c Utilization of library resources ⁸⁶ (Standard 2.E)	Library holdings and utilization changed dramatically; focus on web-based resources; addition of Information Literacy workshops and courses		
	2.3.d Availability of computer labs for students (Standard 2.G)	Increased the number of computers for student use, times available, software, etc.; wireless access added to 20 locations, which include Grandview Campus; virtualization of computers made upgrading software faster, more efficient, and more economical, thereby making technicians more available		
	2.3.e Access to and use of online enrollment services (Standard 2.D)	100% of all applications are now completed online; majority of registrations now done online		
Rationale: Flexibility of enrollment services, the library, and computer labs ensures access. Support for persons with disabilities helps eliminate barriers. Increased use of technology assists with access for place- and time-bound students.				
Overall Analysis (4.A): MET				
<ul style="list-style-type: none"> • Student Services, in conjunction with Technology Services, has developed web-based tools for admissions, registration, financial aid, and advising that make accessing services more readily available to the large service district and at alternative times: <ul style="list-style-type: none"> ○ Financial Aid Portal developed in 2010 ○ eSchedule developed in 2011 ○ eMaps developed in 2011 ○ College Catalog available in Adobe Acrobat format in 2010 				

- When YVCC set the goal of involving 90% of incoming students in orientation we failed to consider that returning and transfer students have different needs.
- It is difficult to assess “student needs” as written in the objective.
- In 2007, we piloted the New Student Orientation and evaluated it via a survey and focus groups. After determining that it was widely supported by students, we focused our incoming student survey on gathering information about previous experience with the college and intentions while enrolled.
- Some key findings from the Incoming Student Surveys⁸⁷⁸⁸:
 - Students learned about YVCC through friend/family members, high schools, or community members.
 - Top four intended majors are Nursing/Dental Hygiene, Allied Health/Rad Tech, vocational or specific job training, and business/general transfer.
 - Prior to orientation, most students had visited YVCC for campus tours, sporting events, or placement testing.
 - The primary reasons for choosing YVCC were the location, price, and specific programs of study.
 - Students prefer courses taught in face-to-face modalities and to receive information via regular mail.
 - Entering students are concerned about finances, balancing school and work, and taking the right courses.
 - Students report that the primary means of paying for college is financial aid grants, loans, and work.

Resulting Actions (4.B):

- Continued improvement in the use of technology to share information within the service district and to streamline enrollment processes.
- Faculty counselors developed Community Resource Guides for the Yakima and Grandview campuses so that advisors could refer students to outside resources.

Suggestions for Improvement (4.B):

- Capture perceptions of usefulness and satisfaction with enrollment tools and processes.

Table 4.B.11: Objective 2.4

Objective 2.4 – Increase transition rates between basic skills, developmental education, and college-level course work				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	2.4.a Increased ABE participation in transitional developmental activities ⁸⁹	SAI 2005-06 3%	5%	SAI 2009-10 9%
		YVCC 39%	33%	YVCC 41%
	2.4.b Percentage of GED students who matriculate to college as a rolling three-year average ⁹⁰	2001-03 23%	20%	2005-08 21%

2.4.c Course completion rates in developmental math and English ⁹¹	2004-05 Math: 70.5% Engl: 78%	Math: 70% Engl: 70%	2009-10 Math: 67% Engl: 73%
2.4.d Degree completion by starting point in math ⁹²	2006 Cohort ABE: 9% 050: 16% 075: 11% 085: 25% 095: 45% 100+: 38% Total: 19%	ABE: 11% 050: 18% 075: 13% 085: 27% 095: 47% 100+: 40% Total: 21%	2007 Cohort ABE: 5% 050: 13% 075: 18% 085: 31% 095: 52% 100+: 48% Total: 24%

Rationale: The vast majority of YVCC students start college below college level in at least one subject, and the further below college level they start, the less likely they are to persist to complete certificates and/or degrees. YVCC has set up programs to increase transition and persistence.

Overall Analysis (4.A): MET

- The Student Assessment Initiative (SAI) looks at all ABE/ESL students regardless of placement level or intention, so the numbers and the percent transitioning will always be low. Overall percent of ABE students enrolled in courses other than ABE has risen from 3% to 9%. Numbers increased from 1,969 in 2005 to 3,210 in 2009.
- YVCC considers transition to college when students enroll in ABE level 4+ reading/writing. The number and percentage of ABE 4+ students enrolled in transitions courses increased from 39% to 41%. Numbers increased from 216 in 2005 to 338 in 2009.
- Efforts to increase transition to college such as IBEST programs and Opportunity Grant funding have resulted in an increase in the overall percentage of Basic Skills students who transition to college. Overall, the number of students transitioning has increased.
- Course completion rates in math have decreased despite efforts to revise curriculum.
- Course completion rates in English continue to be above 70%.
- Students who start at the lowest levels of math (ABE – Math 049T and Math 050) are not likely to complete degrees. There is a significant jump in completion rates when students begin at the Math 085 – beginning algebra level. Faculty members attribute this to the students’ ability to deal with abstract concepts and ambiguity.

Resulting Actions (4.B):

- In 2006-07, YVCC received one of the first Opportunity Grants to support student access to and completion of professional-technical pathways. This funding is now focused on supporting students’ transition from ABE/ESL levels five and six into IBEST programs because these students typically do not qualify for traditional financial aid.
- In fall 2010, the English and Basic Skills Departments combined forces to offer new transitional courses that eliminated redundancy in curriculum. The developmental reading course two levels below college (less than 8th grade skills) was eliminated and students placing there were referred to Basic Skills. The developmental reading course that focused on high school-level readers was changed to an English 080 course that focuses on critical thinking and reading. Students from ABE levels 5/6 and students

<p>taking the college placement exam were enrolled in the same course.</p> <ul style="list-style-type: none"> Also in fall 2011, the Math and Basic Skills Departments began offering a Math 049T course for the roughly 20% of incoming college students who placed below the Math 050 level. Instructors from Basic Skills and Math taught the course. At the end of the course, students retake the COMPASS and are placed accordingly. While a couple hundred students previously not qualified to take math were enrolled in Math 049T in 2010-11, the course is under revision again as faculty members struggle to figure out how to accelerate more students in the developmental math sequences.
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> Add other indicators for college work besides the Student Achievement Initiative data and use a longer time frame. Focus on appropriate services for the lowest levels of entering students.

Table 4.B.12: Objective 2.5

Objective 2.5 – The YVCC college-going population mirrors the demographic of the college-eligible population in the YVCC service district.				
Rationale		Baseline	Target	Outcome
QUANT	2.5.a YVCC demographic of the incoming students disaggregated and compared to community statistics each year ⁹³	2009 White: 50% Hisp.: 42% Nat. Am: 3%	% at YVCC ≥ % eligible in population	2009 White: 47% Hisp.: 44% Nat. Am: 4%
	2.5.b Increase the percentage of Hispanic-serving Institution (HSI) eligible high school graduates who enroll in college the following year ⁹⁴	Class of 2004 41%	44% (based on HSI target of .3/year)	Class of 2008 45%
<p>Rationale: There are historic trends of underrepresentation in higher education that are not seen unless data is disaggregated. As of 2006-07, when YVCC was preparing the 2007-2012 Title V grant, 10 of the 18 school districts in the YVCC Service District meet HSI designation status (> 50% of students on free or reduced lunches and > 25% Hispanic students). Hispanic students are much less likely to attend college, and those who do attend college are more likely to attend a two-year college.</p>				
<p>Overall Analysis (4.A): MET</p> <ul style="list-style-type: none"> The YVCC student population is comprised of slightly more persons of color than the overall service district, but this is primarily due to the high percentage of Hispanics in ABE/ESL programs. Matriculation to college within the year after graduation continues to increase, but the percentage of students who graduate and matriculate is still lower for students of color than for white students. 				
<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> YVCC continues to offer a variety of programs, including GEAR UP, aimed at encouraging college attendance, including offering college fairs, campus tours, summer programs, college entrance testing, and assistance with understanding financial aid. YVCC has offered a middle and high school Counselor Symposium each fall for the past 				

<p>three years to share information about college entrance requirements and programs as well as to strategize increasing the number of high school students who plan for college. These symposiums have been evaluated as helpful by attendees.</p>
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> • Add a descriptive indicator to look at the changing demographics of the upcoming classes from middle school through high school.

Table 4.B.13: Objective 2.6

Objective 2.6 – Maintain and acquire facilities and venues to support educational purposes		
	Rationale	Outcome
DESC	2.6.a Facilities meet ADA accessibility standards (Standard 2.D)	100% of facilities are in line with ADA standards and regulations.
	2.6.b Maintenance on facilities and grounds is performed as scheduled (Standard 2.G)	Routine maintenance is scheduled around the academic calendar to limit the impact of noise and accessibility on students and educational programs.
	2.6.c Capital Master Plan established boundaries within which available properties could be purchased at the discretion of the Board of Trustees and State Board for Community and Technical Colleges (Standard 2.G)	Over the past ten years the college has purchased 95 properties within the boundaries as they became available.
	2.6.d Energy efficiency based on % of savings tracked annually (Standard 2.G)	All renovations or additions since 2001 have included energy efficient building practices.
Rationale: Access is improved through the successful management of facilities.		
<p>Overall Analysis (4.A): MET</p> <ul style="list-style-type: none"> • All buildings and grounds are ADA compliant. New construction has included areas specifically designed to accommodate wheelchairs and other devices. • The new Glenn-Anthon (2007) and Deccio (2003) buildings are “smart buildings.” YVCC is able to monitor and adjust temperature and air quality for maximum efficiency. • Air quality has been a concern in the Technology Building because the Automotive Shop is housed in this facility. The HVAC system has been modernized to include sensors that detect any compromise to the air quality and to self-regulate to maintain quality. 		
<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> • Since 2001, YVCC successfully secured funding from the state legislature to construct new buildings and for renovation projects (see Campus Master Plans for Yakima and Grandview). 		

New construction projects include:

Facility Operations Office (2001)

Grandview Sewell Annex (2001)

Jane's House Childcare Facility (2003)

Deccio Higher Education Center (2003)

Family Resource Center (2003)

Glenn Anthon Building (2007)

Grandview Workforce Education Center (2007)

Renovation projects for YVCC include:

Nob Hill Fence Replacement (2001)

Technology Building (2001/2003)

Pedestrian Overpass (2001)

Sherar Gym Exterior Renovation (2001)

Sundquist Annex (2003)

Sherar Bleacher Replacement (2006)

Kendall Hall Re-Roof Project (2007)

Larson Gallery Re-Roof (2006)

Mechanical Improvements (2007)

Raymond Hall (2008)

Water Systems Improvement (2008)

Toppenish Center Improvements (2008)

Tech Center Window Wall Replacement (2009)

Weston D. Brown Dental Building (2009)

In addition to the new building and renovation projects, Facility Operations has worked to meet the need for student parking. Since 2001, YVCC has added over 500 new parking spaces.

Core Theme Three - Success

YVCC provides learner-centered environments with a focus on its diverse students, providing a foundation for lifelong learning resulting in student achievement of educational goals through completion of courses, certificates, and degrees.

As a Hispanic–serving Institution and an Achieving the Dream college, YVCC is very aware of the responsibility it has to students and to the community to focus on student success in its endeavors. To this end, YVCC has focused on creating a responsive and responsible environment that serves a variety of purposes and helps students meet a variety of goals.

3.B - Planning for the Core Theme of Success

Twelve members of the IE Team were assigned to work on development of indicators and assessment for the core theme of Access. The Success Work Group was led by Vice President Tomás Ybarra, with data support from Research Analyst Sheila Delquadri.

The Success Work Group was charged with identifying the programs and services that related to the objectives of Success core theme; reviewing existing data to ascertain what it indicated about performance in that area; and determining additional information or data needed to evaluate performance.

Core Theme Three was expressed by seven objectives, with 12 quantitative indicators and seven descriptive indicators imbedded in Standard Two.–

4.A - Analysis for Effectiveness in the Core Theme of Success

YVCC determined that it met four of seven Success Objectives.

Concerns: gaps in completion rates among different ethnic groups; low placement and success in quantitative reasoning courses; lack of an overall YVCC institutional approach to assessment of learning beyond course and degree completion.

Key highlights: increased retention during a time when the student population shift towards more nontraditional students would have predicted a lower retention rate; developed and used success indicators disaggregated by ethnicity and gender; used data in program/course design and/or revision; increased use of technology for student services and support; introduced new math pathways and courses; access to and supported using technology in teaching and learning. See tables that follow for more detailed analyses.

4.B - Success Suggestions for Improvement in the Core Theme of Success

More carefully track the modality of instruction linked to student success; continue to work on improving student enrollment and success in quantitative requirements; consider mandatory

placement and/or advising for students until they complete quantitative requirements; develop a means of assessing student learning across the breadth of the curriculum. See tables that follow for more detailed suggestions.

Table 4.B.14: Objective 3.1

Objective 3.1 – Increase retention rates for all groups and ensure that all groups are retained at comparable rates.				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	3.1.a First quarter retention rates disaggregated by ethnicity and intention as a rolling three-year average ⁹⁵	2003-05 Overall 77%	Overall 79%	2008-10 Overall 81%
	3.1.b First year retention rates disaggregated by ethnicity and intention as a rolling three-year average	2003-05 Overall 51%	Overall 53%	2007-09 Overall 52%
Rationale: In order to succeed at college, students must persist. National and local data show that the highest drop-out rate is in the first quarter and the second highest is from the first year to the second year. Several strategies are being employed to improve persistence.				
Overall Analysis (4.A): MET				
<ul style="list-style-type: none"> First-quarter and first-year retention have increased overall and for all groups even as our demographic has become more diverse, a change that is often accompanied by a decrease in retention. 				
Resulting Actions (4.B):				
<ul style="list-style-type: none"> Initially, single-year data were used, but due to concerns about FERPA we only disaggregated by white, Hispanic, and other students of color. To be able to disaggregate by federal race categories, we chose to use rolling three-year averages so that the cohort size would be large enough. This also enables us to see patterns more clearly and not be too concerned about a single year’s data. In 2010, the college also looked at retention by the Student Success Services guidelines and determined that low-income, first-generation students were retained at lower rates. The SSS grant incorporated new strategies for entering students aimed at increasing retention, including an entering student learning community. Data from the first year of implementation indicate that retention was higher for the SSS group than for a matched cohort. 				
Suggestions for Improvement (4.B):				
<ul style="list-style-type: none"> Consider adding the new intermediate measure from the Governance Institute for Student Success (GISS). Include newly developed measure such as the GISS, new IPEDS tracking, SBCTC reports, Student Assessment Initiative, etc. Consider other starting cohorts than just the fall cohort because some programs are focused on winter cohorts and many ABE/ESL students are working in the fall and attend in winter. We are likely missing some significant portion of our annual student population when we focus analysis on the fall cohort only. 				

Table 4.B.15: Objective 3.2

Objective 3.2 – Close achievement gaps among groups in course, program, and degree completion rates				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	3.2.a Course completion rates with a C or better in WED and transfer programs disaggregated ⁹⁶	2001-02 Overall 78%	Overall 80%	2009-10 Overall 79%
	3.2.b Degree and certificate completion within three and six years as a rolling three-year average ⁹⁷	2001-03 Overall 3 yr: 25% 6 yr: 33%	Overall 3 yr: 27% 6 yr: 35%	2005-07 Overall 3 yr: 24% 6 yr: 33%
	3.2.c Credits attempted versus credits completed rates disaggregated ⁹⁸	2004 cohort 77 %	73%	2009 cohort 72%
	3.2.d Percentage of students on academic probation, suspension, or dismissed ⁹⁹	Fall 2007 13%	12%	Fall 2010 16%
	3.2.e Course Completion by modality (eLearning) ¹⁰⁰	2007-08 6% higher FtF	No difference	2009-10 10% better FtF
<p>Rationale: A component of persistence is successful course completion. Course completion rates are also indicative of potential probation and suspension rates that impact financial aid. The college should see similar rates of success regardless of modality of instruction. Three- and six-year degree completion rates are realistic given the high percentage of students who start below college level and the high percentage attending part time.</p>				
<p>Overall Analysis (4.A): UNMET</p> <ul style="list-style-type: none"> • There was confusion about the meaning of this objective. Does “among” mean within a particular group or between different groups? Which groups were intended for analysis? Given the ATD analyses, it was inferred that we were looking at gaps between ethnic groups. May need to consider other “groups.” • There was confusion about how to analyze this since the data had rates instead of gaps. This required determining the gaps by subtracting from the target. The rationale behind presenting the rates was that changes in rates for any particular group could be noted as well as changes between groups. • Course completion rates overall have stayed between about 70 and 80%, but they vary for different ethnic groups. The overall course completion rate from Native Americans has risen from a low of 65% in 2001-02 to 71% in 2009-10; this is still below that of white and Hispanic Students. The completion rate for African American students (64%) and Asian American students (76%) has actually decreased, but their degree completion rates are up significantly (up 12% for African-American students and up 9% for Asian-American Students). • Course completion rates are lower in online courses than in face-to-face courses. In 2007-08 there was a 5.5% lower completion rate in online courses; in 2009-10 there was a 9.5% difference (online have lower rates). The overall rates rose during this time. Face-to-face rose from 73% to 80% while online rose from 67% to 70%. It appears that the increase in the gap was associated with a greater increase in the face-to-face 				

completion rate.

- The gap between the course completion rates of our two largest groups, whites and Hispanics, has narrowed from 5.5% to 4.5%. Native American student course completion rates have increased by 6.2%, with the gap between Native American student and white student success narrowing from 15.7% to 4.5%. African American course completion rates fell 1.2% and the gap between their performance and that of white students was constant at more than 15%.
- The number of credits successfully completed has dropped overall from 77% in 2004 to 72% in 2009, with the rate of probation/suspension/dismissal rising from 13% to 15%. The credits completed rates for Hispanic students dropped from 2004 to 2005 and have risen since; the rate is currently 71% compared to 72% in 2004. The rate for white students has dropped steadily over seven years from 79% to 74% in 2009. The rate for African-American students has dropped from 75% to 53%. The rate for Native American students has risen from 69% to 71%. Academic Early Warning data indicates that students who receive an AEW in one course are highly likely to receive one in other courses as well.
- The three-year degree completion rate as a rolling average has stayed between 23-25% from 2001 through 2007. YVCC rates are in the middle of those for the State of Washington and higher than those of other ATD schools.
- The gaps between three-year completion rates for white students and those of students of color have a mixed pattern. Completion rates for Hispanic students have dropped and the gap has widened from 8% to 12%. The completion rate for Native American students has dropped from 19% to 12% and the gap has widened from 9% to 16%. The rate of completion for African American students has tripled from 6% to 18% and the gap has decreased from 22% to 10%. Asian/Pacific Islander students consistently outperform all other groups.
- The six-year completion rates increase across all groups from 7-9% over the three-year rates, indicative of the “swirling” patterns of enrollment, part-time enrollment, and the relationship between starting at low developmental levels.

Resulting Actions (4.B):

- Implemented the Financial Aid Management portal linked to Degree Audit to better monitor academic progress for students on financial aid.
- Trained advisors about financial aid and the ability of the college to award partial aid. Encouraged students to take a load in which they were likely to be successful instead of simply taking full loads to get full funding.
- Implemented a new TRIO SSS intake process and learning communities aimed at increasing retention and completion.

Suggestions for Improvement (4.B):

- Better identify “diverse” groups to be compared. For example, look at gender for distance learning.
- Consider targets as the closing of gaps between two or more identified groups.
- Consider adding more time for completion to account for “swirling” patterns and part-time enrollment.
- Expand the definitions and analyses for “modalities” of instruction.

Table 4.B.16: Objective 3.3

Objective 3.3 – Increase skill level gains for Basic Skills students				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	3.3.a Percentage of students making ABE federal-level gains on the CASAS [®] examination ¹⁰¹	2004-05 19%	30%	2009-10 28%
	3.3.b Percentage of students making ESL federal-level gains	2004-05 34%	35%	2009-10 42%
Rationale: CASAS results are used to measure learning gains in Basic Skills and funding is linked to improvement. In national studies, improvements in CASAS levels have been demonstrated to correlate with overall skill improvement.				
Overall Analysis (4.A): MET				
<ul style="list-style-type: none"> State and federal definitions of success differ. The state measures only students post-tested and sets a benchmark of 50% making progress; the federal program counts every student who has attended more than 12 hours regardless of whether they completed a post-test or not and then expects 50% to make progress. The state is being audited and changes are expected in state reporting. The benchmarks we set were arbitrary; we should use the state and federal benchmarks and develop appropriate data. YVCC students met the state level targets but not the federal targets. 				
Resulting Actions and Suggestions for Improvement (4.B):				
<ul style="list-style-type: none"> Decreased the number of off-campus sites where students couldn't access the number of instructional hours needed to make progress. Implemented an academic progress procedure. 				
Suggestions for Improvement (4.B):				
<ul style="list-style-type: none"> Disaggregate Basic Skills data by ethnicity and gender and break down the data by state and federal definitions and targets. 				

Table 4.B.17: Objective 3.4

Objective 3.4 – Increase percentage of students who successfully complete quantitative degree requirements in any given year				
Indicator Number and Title		Baseline	Target	
QUANT	3.4.a Completion of quantitative requirements within three years ¹⁰²	Fall 2005 cohort 34%	40%	Fall 2007 cohort 32%

DESC	<p>3.4.b. Pathway analysis for quantitative requirements^{103 104 105 106 107} (Standard 2.C)</p>	<p>Multiple analyses and activities have been done: analysis of success in math from lowest placement through quantitative course completion^{108 109 110 111}; analysis of high school math and college placement/course success; math as a predictor of success in non-math courses; different analyses for transfer and professional technical requirements.</p>
<p>Rationale: The highest contributor to degree completion is completion of quantitative coursework. YVCC is implementing several strategies to try and increase the percentage of students who are successful.</p>		
<p>Overall Analysis (4.A): UNMET</p> <ul style="list-style-type: none"> • Completion of quantitative requirements within three years has decreased slightly; this includes transfer and professional technical quantitative courses. • Students who place into lower levels of math (below beginning algebra) complete math sequences, courses, and programs of study at lower rates than students who place higher. • We have limited years of data due to purging placement data prior to 2006. • Many students postpone taking math until the end and find that they have several quarters before they can complete. 		
<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> • Introduced new pathways for math. • Introduced Math 049T in fall 2010. • Included a strong push towards math enrollment in the New Student Orientation. • Planning for alternative delivery of developmental math (summer 2011). • Strong emphasis on advising for math. • Implemented new prerequisites for many college courses that include math placement – changes resulted from analyses of course success by math placement and/or previous course taking. 		
<p>Suggestions for Improvement (4.B):</p> <ul style="list-style-type: none"> • New SBCTC reports on completion of quantitative requirements and GISS measures of quantitative momentum points should be adopted as another means of measurement. • Consider mandatory advising and enrollment in math by a certain number of college-level credits so we can “help” students get to their goals and/or require students to take their first math course sooner. 		

Table 4.B.18: Objective 3.5

Objective 3.5 – Confirm students’ perception that YVCC is assisting them in meeting their goals				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	3.5.a Annual Fall Survey Data on perception of relevance of courses to goals and assistance with reaching goals ¹¹²	Fall 2006 85%	90%	Fall 2009 87%
DESC	3.5.b. Focus groups and other related surveys about student perception (Standard 2.C)	Divisions continue to address this differently. An estimate of overall perceptions is gleaned from the Incoming Student Survey and Fall Student Survey as well as focus groups aimed at understanding particular concerns.		
Rationale: Research demonstrates that students who see a strong connection between their goals and their coursework are much more likely to persist and to complete degrees even if they switch intentions as they progress in their educations.				
Overall Analysis (4.A): MET				
<ul style="list-style-type: none"> • For college-going students, initial goals are addressed during the Mandatory New Student Orientation that began in spring 2007. Initial goals for Basic Skills students are determined during entrance interviews. Advisors continue to monitor student goals and adjust education plans appropriately. • YVCC has introduced new technology that assists in tracking student intentions, including Degree Audit and a prompt during registration to update intentions. • On the Annual Fall Survey, a high percentage of students, although not as high as the target, report that their programs of study are relevant to their goals. • Goals are often assumed based on degree intent, but students change their intentions and this is difficult to track and evaluate. 				
Resulting Actions (4.B):				
<ul style="list-style-type: none"> • Implemented a new graduation survey spring 2011 as another means of capturing students’ perceptions of whether their goals were met. 				
Suggestions for Improvement (4.B):				
<ul style="list-style-type: none"> • Identify additional means of tracking student perceptions whether YVCC is helping them meet their goals. 				

Table 4.B.19: Objective 3.6

Objective 3.6 – Students will successfully complete courses required to demonstrate competence in the appropriate learning outcomes.	
Indicator Number and Title	Outcome
DESC 3.6.a Arts and Sciences Abilities Outcomes (Standard 2.C)	Revised number of abilities from eight to two: Communication and Analytical Reasoning

	3.6.b Program/department self-studies (Standard 2.C)	Programs and departments submit annual reports, with common elements among the three divisions. ¹¹³
	3.6.c Professional/technical competency assessments and skill standards (Standard 2.C)	WED programs maintain records on student performance and report out via self-studies. ^{114 115}
<p>Rationale: The Arts and Science Division is focused on abilities needed for transfer success and conducts in-depth analyses of student performance. Departments are asked to set goals related to course completion and to document the learning outcomes from these courses. Professional/technical programs collect a wealth of data about student performance.</p>		
<p>Overall Analysis (4.A): UNMET</p> <ul style="list-style-type: none"> • There is a disconnect between how this objective is phrased and what we are attempting to report on. How does course completion demonstrate competence in learning outcomes? • Arts and Sciences Abilities Tracking System introduced in 2006, with limited success, so it was abandoned and two assessment measures were introduced in 2010: Student Portfolio and the Collegiate Learning Assessment, a standardized test of critical thinking. Initial analysis from this project is being conducted in summer 2011, with a presentation planned for the faculty in fall 2011. • In addition to program-specific competencies, all WED programs identify three competency areas: communication, quantitative reasoning, and human relations. Many of the courses that address these competencies are offered by the Arts and Sciences division, necessitating that the divisions collaborate to track and monitor success. • A faculty group has been working on better defining this and is moving beyond simple course completion as a means of assessing how competency is determined. 		
<p>Resulting Actions (4.B):</p> <ul style="list-style-type: none"> • A new Course Impact Form¹¹⁶ for all courses was adopted in fall 2010. • Work is under way on a new Course Outline Form. • Two overall Student Learning Outcomes were adopted by the faculty in spring 2010: Communication and Analytical Reasoning. • WED programs track and monitor progress on their competencies in their courses and report on outcomes in their annual self-studies. 		
<p>Suggestions for Improvement (4B):</p> <ul style="list-style-type: none"> • Memorialize assessment practices in Arts and Sciences. • Determine if the abilities approach to assessment is providing the evidence that value is added to the curriculum. • Develop a means of better tracking abilities/competencies/outcomes across the breadth of students' academic programs, including Basic Skills, developmental, and college coursework. • Standardize the program/department self-studies among the divisions. 		

Table 4.B.20: Objective 3.7

Objective 3.7 – Provide opportunities to enhance student learning				
Indicator Number and Title		Baseline	Target	Outcome
QUANT	3.7.a Student survey data on perceptions of support ¹¹⁷	Fall 2006 89%	90%	Fall 2009 90%
DESC	3.7.b Utilization of the library ¹¹⁸ (Standard 2.E)	Library remodeled in 2008 to include high speed internet and wireless access; electronic databases regularly updated and expanded; increased availability of study space (kiosk, group study rooms with media access, quiet rooms, computer teaching facility, and tutoring center); media services now housed in the library.		
	3.7.c Use of academic support services tracked on TutorTrac (Standard 2.D)	As the effectiveness of tutoring services was demonstrated via grant evaluation, YVCC included them in the operational budget and worked with ASYVCC to approve a per-credit fee to continue to offer services. Currently offering Math, Writing, Tutoring, Speech, MESA, and Computer centers.		
Rationale: National data indicate that students benefit from a variety of support services and that students who utilize these services have higher persistence and completion rates than students who do not. This is especially true from nontraditional students.				
Overall Analysis (4.A): MET				
<ul style="list-style-type: none"> • A high percentage (90%) of students report on the Annual Fall Survey that YVCC provides helpful support services, including tutoring centers, computer labs, library services, counseling, and advising. • Computer lab support, including that dedicated to programs such as CAD or Allied Health, is rated by students on the Annual Fall Survey as very important. • In the construction of the new Glenn-Anthon and Library facilities, the Math, Writing, and Tutoring centers were expanded to include individual and group study spaces. Hours of operation were increased. Staffing includes faculty, director, instructional tech, and student tutor support. • Hours of service have consistently increased and include early morning, evening, and weekend hours. • Changes in 2011-12 work study appropriations will affect our ability to staff support centers. 				
Suggestions for Improvement (4.B):				
<ul style="list-style-type: none"> • Investigate alternate means of including students in the staffing for support centers in the absence of work study funding. • Expand wireless access to include all campus facilities. 				

CHAPTER FIVE

MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

a. Eligibility Requirement 24: Scale and Sustainability

Over the ten years represented in this accreditation report, Yakima Valley Community College has managed to maintain programs despite major shifts in budgets, adjust performance in key areas to improve student success, and expand and improve facilities. The college relies on strategic planning and transparent and consultative budget development methods to maintain its capability to fulfill its mission and achieve its core themes.

The planning processes of the college have enabled the preservation of its core programs even while the college has had to absorb significant cuts during the current recession. The college consistently achieves enrollment targets, and has adopted clear and ambitious goals to improve student success while closing achievement gaps. The population of the service district has shifted towards a higher concentration of people of color and first language backgrounds other than English, as well as lower educational attainment levels. The college has responded with persistent efforts to assess the effectiveness of teaching and learning and by creating an institutional research office under the supervision of the Vice President for Instruction and Student Services. As this report indicates, the college is realizing success in improving retention while closing achievement gaps, and is focusing attention on the more challenging task of increasing graduation rates.

The physical plants on the Yakima and Grandview campuses have benefitted from facility/property acquisition, remodeling, and new construction. State-of-the-art classrooms and learning centers are available on both campuses, and most facilities are now monitored for utility usage so as to maximize efficiency and reduce costs. Technology services have increased across all parts of the college, with a focus on supporting best practices for teaching and learning, as well as efficiency for enrolling students, monitoring budgets, and managing facilities. Most classrooms now have computers and digital access. Computer labs and media centers are available for student use. Technology equipment and the technological infrastructure are upgraded on a rotating, scheduled basis on both campuses. Between 2001 and 2011, several technological advances have been adopted to put YVCC on the leading edge of service and position YVCC for further advances in the future: installation of new ITV equipment in 2003, followed by an update in 2010 to a high-definition platform; virtualization of all student computing resources in 2010-11; and secure wireless access throughout campus.

b. Standard 5.A: Mission Fulfillment

5.A.1: Regular, Systematic, and Evidence-Based Assessment

Ongoing, annual, and cyclical planning processes at Yakima Valley Community College rely on appropriate data to inform decision making and future directions. YVCC's Board of Trustees

approved a definition of mission fulfillment that rests on monitoring and assessing progress towards core theme objectives. By adopting the new NWCCU Accreditation Standards, YVCC committed to further integrating these processes in support of the accomplishment of the core themes. Each department of the college identified the core theme objectives to which their goals related and provided the data that supported their focus and their outcomes. Departmental accomplishments were integrated into division-level reviews that then informed the overall core theme analyses.

Summary of Core Theme One: Community

All areas of the college contributed to the Core Theme of Community.

- The strategic plan and Environmental Scan focused on maintaining YVCC's relevance to the community into the future.
- The Human Resources Department monitored hiring practices and employee demographics to help ensure that YVCC was achieving its diversity goals.
- The Community Relations Department developed and published the vast majority of documents about the college, including the website.
- The Arts and Sciences, Basic Skills, and Workforce Education instructional divisions partnered with other educational institutions and community groups to offer instructional programs; involved community members on advisory boards; and participated in outreach efforts, including development of an Honors Program and a Speaker's Bureau and a Career Fair.
- Instructional divisions offered continuing education courses, workshops, and public events of interest and relevance to the community.
- The college offered dual enrollment options, including Running Start, CAPs, and Tech Prep.
- Faculty members from the divisions served as club advisors.
- Student Service Division focused on outreach to encourage college preparation and awareness, including counselor symposiums, financial aid workshops, Running Start, GEAR UP, Upward Bound, TRiO, and GED testing.
- WorkFirst and Worker Retraining partnered with other agencies to serve welfare clients and displaced workers.
- The College Outreach and Multicultural Services (COMS) office worked closely with Student Services programs to provide outreach services such as college tours and fairs, as well as to contribute to advising incoming students and their families.
- ASYVCC and Athletics oversaw numerous events at which community participation was encouraged.
- Library Services are available to the public via both campus facilities and the internet.
- The new Grandview Library scheduled to open in September 2011 represents a partnership with the City of Grandview.
- Facility Operations oversaw the maintenance and construction of facilities that contributed to the attractiveness of the community.

- The Security Department and Incident Management Team monitored the safety and security of the YVCC environment.
- The Budget Office monitored partnership agreements and financials so as to ensure the fiscal stability of the college.
- The Office of Institutional Effectiveness (OIE) supported all areas of the college by developing, providing, and analyzing data related to college efforts.

Core Theme One: Community focused on seven objectives. All objectives (100%) were deemed to have been met. Significant accomplishments included the following:

- Created the COMS office to coordinate and serve as a single point of contact for college outreach services.
- Offered many varied options for the P-12 system and community to interact with YVCC, resulting in tens of thousands of interactions each year.
- Increased the basic skills levels of the community through ABE/ESL/GED programs as well as partnerships to serve WorkFirst and Worker Retraining students.
- Sought out and received input about college activities from a wide variety of sources including students, advisory boards, community groups, employers, and partnering organizations.
- Increased the size of the YVCC Foundation Scholarship fund by partnering with the YVCC Foundation to match Title V funding.
- Created the new Grandview Library on the YVCC Grandview Campus in partnership with the City of Grandview.
- Developed the OIE to centralize the research function of the college and provide consistent, replicable data about college initiatives.

Areas for further investigation and/or development predominately focused on maintaining partnerships and levels of service during tough economic times.

Summary of Core Theme Two: Access

All areas of the college contributed to the core theme of Access.

- The new strategic plan included the use of disaggregated data to better understand access from the perspective of various constituencies.
- The Arts and Sciences, Basic Skills, and Workforce Education instructional divisions offered education programs at various locations and via various modalities including ITV and online courses. Across the past decade, YVCC faculty members have increased the number of courses offered in different modalities as well as the breadth of courses offered, such that a student beginning at college level can now earn many certificates and degrees fully online.

- Considerable work was done to review placement testing as well as course and program prerequisites.
- Where there was cross-over between programs – such as in IBEST, where students were enrolled in both Basic Skills and WED programs, or pre-Nursing, where students were taking courses offered in the Arts and Sciences Division for admission into Nursing – the divisions worked together to determine the sequencing of courses and required grades for continuing.
- Several academic departments requested that the OIE conduct pathway analyses for them so that they could determine areas of concern in their curriculums and identify the skills needed for admission to their courses.
- A Transition Task Force that included representatives from all divisions reviewed data related to student transition between programs and recommended changes to the curriculum to promote student success. More students are transitioning from Basic Skills into college programs and from pre-college coursework into college-level work.
- Academic departments oversaw support efforts by recommending and supporting student tutors as well as overseeing the Math, Speech, and Writing Centers.
- The Student Services Division coordinated a number of programs aimed at supporting Access: Disability Support Services, the Tutoring Center, Enrollment Services, Placement testing, YVCC Bookstore, International Student Programs, and the dormitory in Lyon Hall.
- A faculty counselor coordinated a cross-curricular team of YVCC faculty members, administrators, and staff members in development and monitoring of a mandatory New Student Orientation (NSO). This NSO has been correlated with increased retention rates and satisfaction with the college. Additionally, this group is further developing the advising model at YVCC.
- Library services expanded to include web-based access.
- Facility Operations oversaw the maintenance and construction of facilities that supported instruction.
- Technology Services maintained and updated technological equipment to support instruction and student access to equipment they might not have at home, including computer labs, copy machines, CAD programs, etc.
- The Office of Institutional Effectiveness oversaw surveys, focus groups, and data gathering related to access and provided reports about access to campus departments.

Core Theme Two: Access focused on six objectives. All six objectives (100%) were deemed to have been met. Significant accomplishments included the following:

- Increased the number and type of courses offered via different modalities, including ITV, hybrid, and online, with the outcome that a student placing into college-level coursework can earn many certificates and degrees fully online.
- Increased both student and faculty confidence in placement procedures and prerequisites.
- Developed a mandatory New Student Orientation program.

- Increased retention with no achievement gaps.
- Improved access to library resources via online materials and the new Grandview Library.
- Expanded access to instructional technology and support, including online enrollment services, online bookstore, and computer labs for student use.
- Developed a Transitions Task Force and increased the number and percentage of students transitioning from Basic Skills and pre-college coursework into college coursework.
- Offered a Counselor Symposium for the middle and high school counselors in the YVCC service district to share information about college preparation and access.
- Acquired new facilities to support instruction, including the new Glenn-Anthon building, the Grandview Workforce Education Center, the Grandview Library, and the expanded Raymond Library facilities.
- Remodeled facilities to accommodate technological advances, meet ADA requirements, and better support instruction.

Based on analysis of Access objectives and indicators, YVCC will focus further investigation and/or development on the following:

- Better understanding students' mathematical abilities and quantitative degree requirements so as to try and improve access to college certificate and degree pathways. YVCC is currently considering mandatory advising and placement into quantitative courses.
- Development of more eLearning options for pre-college coursework, including opportunities to accelerate through developmental curriculum into college coursework or to be able to slow down and master skills before moving onto more difficult skills.

Summary of Core Theme Three: Success

All areas of the college contributed to the core theme of Success.

- The 2010 strategic plan included an emphasis on student success and the use of disaggregated data on success to focus college attention on achievement for all groups.
- Participation in several college-wide initiatives aimed at increasing success, including Achieving the Dream and the Student Achievement Initiative.
- As indicated by data, the Arts and Sciences, Basic Skills, and Workforce Education instructional divisions revised courses and programs to improve student success.
- Course completion rates were analyzed by programs to determine areas of concern and strategize activities that might improve outcomes. Examples of this include the Biology Department working with Nursing to refine placement and coursework in the Biology 109, 230, 231, 232 sequence requirement for admission into the Nursing program. The Biology department created common course worksheets, textbooks, and testing

procedures to more uniformly prepare students for the next course in the sequence, as well as to emphasize content needed for Nursing.

- The Arts and Sciences Division focused on creating rubrics for tracking students' analytical reasoning and communication abilities.
- The Basic Skills Division focused on improving learning outcomes for ESL and ABE students after investigating the relationship between hours of study offered and likelihood of making progress. They consolidated sites so as to be able to offer more contact hours.
- Workforce Education Programs tracked and monitored student success based on program-specific competencies and/or learning outcomes.
- Data from academic support programs in the Math, Speech, and Writing centers revealed that these services were a major contributor to student success.
- The Student Services Division focused on supporting retention and completion through the introduction of online tools such as Academic Early Warning, Degree Audit, Registration, eSchedule, the online Catalog, and the Financial Aid portal. Advisors were trained on how to use these tools and, in turn, worked with their advisees to take advantage of them.
- The Advising and Counseling Center was centralized to allow for access to online development of Education Plans and Registration Services.
- The Counseling Department oversaw ongoing student advising, online advising, and Student Development (SD) courses. New SD courses were developed at the developmental and college credit levels. The new courses focused on guiding students to resources and skills that would help them be successful in college.
- Library Services included an expanded collection in both hard copy and electronic versions, as well as workshops that supported students in acquiring research abilities.
- The Office of Institutional Effectiveness conducted numerous analyses on student success and created a website with SSRS reports on student success that populated quarterly as new data was available from Data Warehouse.
- Facilities such as the new Glenn Anthon Building and the remodel of Sundquist Hall were developed with faculty input and consideration of the types of instructional activities that needed to occur in those spaces.
- Technology Services supported instruction for student success by supporting a widevariety of instructional technology, including computer labs, smart boards, media streaming, and wireless technology.

Core Theme Three: Success focused on seven objectives. Four of seven objectives (57%) were deemed to have been met. Significant accomplishments included the following:

- Improved first quarter and first year retention rates, with no achievement gaps in retention. Evidence of this linked to New Student Orientation led to YVCC being named an ATD Leader College in 2010. YVCC accomplished this during the same time period that the demographic of the student population shifted from majority white students to majority students of color. During this same time, the percentage of students who were

underprepared for college at the lowest levels increased. These changes would have predicted a decrease in retention, but, in fact, retention increased. It is too early to determine if increased retention will result in increased completion rates for all groups.

- Developed YVCC's ability to gather and analyze student success data and to use the results to guide program planning.
- Improved outcomes for Basic Skills students. The percentage of students increasing post-test improved, indicating that students are making more skills gains. The number and percentage of students enrolling in transition to college activities, such as IBEST, developmental and/or other college-level courses, increased overall and specifically for students taking level 4+ ABE courses that focus on advising for transition.
- Improved perception that YVCC helps students reach their goals.
- Expanded academic support options. Currently offer academic support through the Computer, Math, Speech, Tutoring, and Writing centers. The Writing and Tutoring centers offer online support as well as face-to-face tutoring for individuals and small groups.

Three objectives were deemed to have been unmet: Objective 3.2: Close achievement gaps, Objective 3.4: Completion of quantitative degree requirements, and Objective 3.6: Complete learning outcomes.

- While some gaps are closing, there were still significant gaps in degree completion rates between white students and students of color. This appeared to be related, at least in part, to the fact that a higher percentage of students of color enter the college significantly underprepared. This made their time to degree completion longer and more expensive, both in terms of funding for additional classes and opportunity cost from underemployment or time spent away from their families.
- From 2001-2011, the approaches taken to determining and tracking student learning outcomes changed several times. For much of this time period, Arts and Sciences was tracking Abilities, Basic Skills was tracking CASAS scores and competencies, and Workforce Education programs were tracking their specific program competencies and/or Skills Standards. In spring 2010, the faculty agreed to track two overarching Student Learning Outcomes for all programs of study – Analytical Reasoning and Communication – and to continue working on refining the Curriculum Management System to better track student outcomes across the curriculum.

YVCC recommends the following to improve performance on Success objectives:

- Continue to investigate appropriate education plans for students entering the college at the lowest levels of achievement. New procedures and courses were implemented in 2010-11, but there are not enough data yet to determine if these new procedures will result in improved student success. There is ongoing discussion about mandatory advising and placement as a means of ensuring that students take the courses they need in appropriate sequences to ensure success.

- Develop additional data sets using local, state, and national resources to help the college determine areas on which to focus attention. The OIE provides leadership for developing new ways to investigate and understand data on student success as well as potential assistance in setting appropriate targets for performance. As new tools are developed in collaboration with the SBCTC, YVCC will utilize them to better understand performance.
- Engage the faculty in further developing cross-curricular Student Learning Outcomes as well as tracking and monitoring the contributions of program-specific learning outcomes. This will impact the curriculum management structure and ongoing self-study reports.

5.A.2: Use of Assessment to Determine Mission Fulfillment

YVCC determined that it met its mission from 2001-2011.

As stated in Standard One, Section 1.A.3 of this document, the Board of Trustees adopted a definition of mission fulfillment based on meeting 70% of the core theme objectives overall. After analysis of the core themes was completed and merged, the actual completion rate was 85% and the mission was deemed to have been fulfilled. (Exhibit 5.A.2.a: Assessment of Core Theme Objectives & Mission Fulfillment) Table 5.1 below includes the number and percent for each core theme and the overall calculation of mission fulfillment.

Table 5.A.1: Acceptable Threshold of Mission Fulfillment

Acceptable Threshold of Mission Fulfillment 14/20 objectives met – 70%	
Community	7/7 objectives (100%)
Access	6/6 objectives (100%)
Success	4/7 objectives (57%)
Overall 17/20 objectives met – 85%	

These results have been communicated to and confirmed by the Board of Trustees. They have been shared with internal constituencies via department, division, and campus-wide meetings and posting on SharePoint posting. The public has been apprised of the opportunity to access these conclusions and supporting information at the YVCC website.

c. Standard 5.B: Adaptation and Sustainability

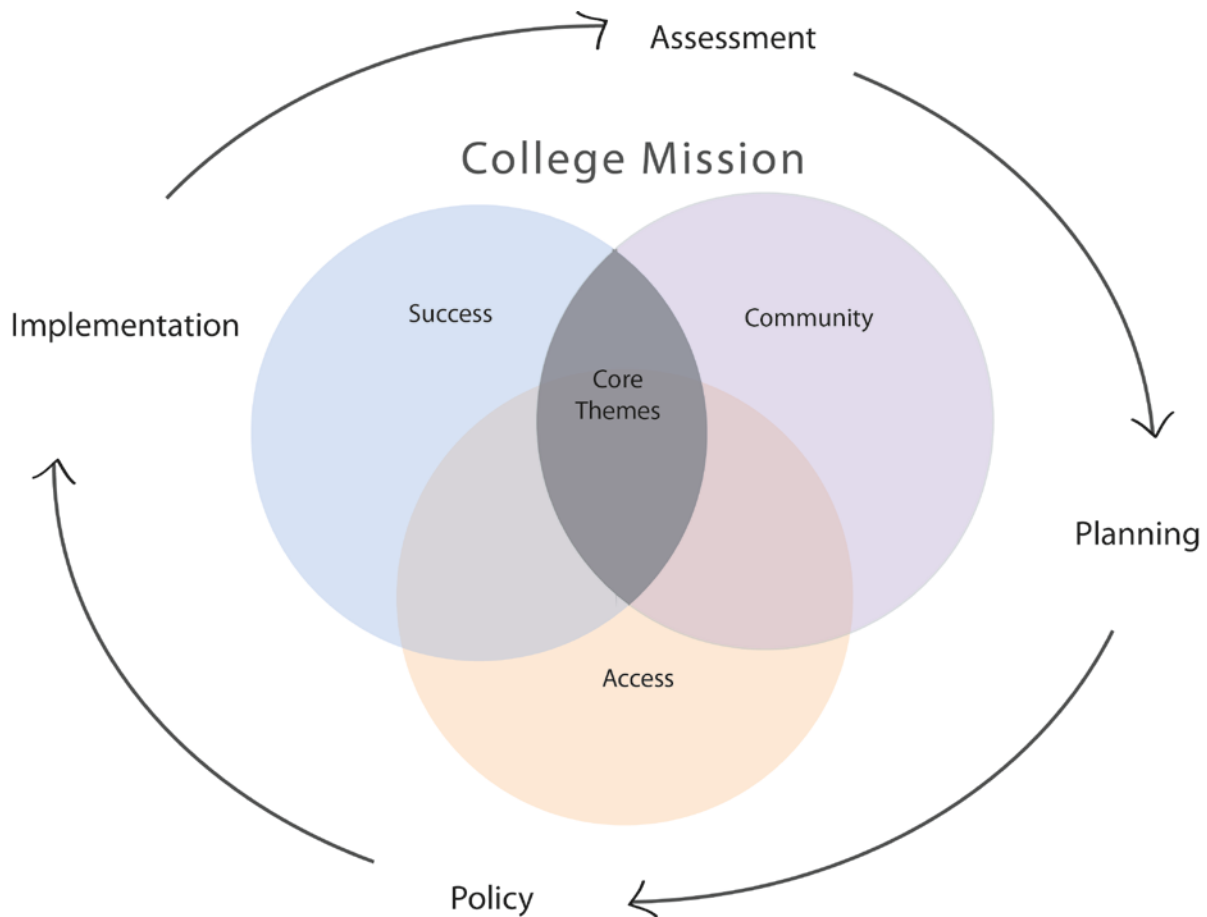
5.B.1: Evaluates adequacy of resources and capacity

As detailed in previous chapters of this report, YVCC has developed a “culture of evidence” that is used to evaluate the effectiveness of the college at meeting its mission. Progress towards meeting goals and objectives is monitored at least annually when departments submit self-studies, but where data is available and appropriate, monitoring is ongoing so that adjustments can be made to improve outcomes. Annual reports are reviewed at the Administration and Board retreats where discussions about leveraging resources to meet objectives are held. Departments submit annual requests for resources to support their programs. They link these requests to college objectives and provide data to support their request.

5.B.2: Documents cycle of planning and use of results to make changes

In Standard Three, YVCC outlined ongoing, annual, and cyclical planning activities that contribute to the overall cycle of planning for the college. In essence, these planning cycles form a self-study process that is both formative and summative, which builds on the review of strategies and outcomes to create more successful programs in the future. All departments and divisions of the college participate in and contribute to ongoing planning. At the departmental level, college employees set departmental goals and align them with divisional goals and core theme objectives. In so doing, they provide a rationale for budget and data requests that support their work. Departmental-level data is then consolidated at the divisional level to determine the major areas of focus and the allocation of resources. As data become available that support or refutes particular activities, resources are leveraged to support changes that increase success. All resource requests are prioritized based on their importance relative to achieving the core theme objectives. Figure 5.1 below graphically represents this process: the core themes are the center of ongoing planning that is built on assessment, reflects and directs policy, and results in implementation plans that are constantly assessed.

Figure 5.B.1: Cycle of planning based on assessment



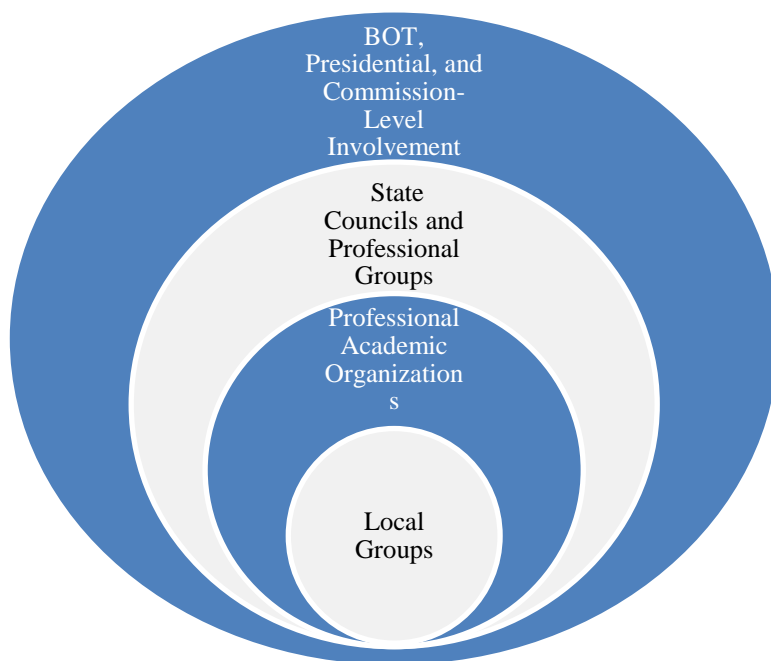
5.B.3: Monitors internal and external environments

YVCC monitors its internal environment via evaluation of students and employees. Students are surveyed regarding college services and their perceptions of these services. Focus groups are held with students to help strategize programs and services that might improve access or success. Students evaluate faculty and classes through a variety of means, including course evaluations, interviews, and Small Group Instructional Diagnoses. ASYVCC facilitates gathering student feedback through the student and club leaders.

A number of different means are used to monitor YVCC's internal relationship with employees. On an ongoing basis, many of the team meetings include opportunities to discuss the campus climate and to identify areas on which the college might focus attention. The President holds All-Campus Meetings following each Board of Trustees meeting to share information from the meetings and gather feedback. The PACE survey was administered each fall from 2006-2009 and will be administered every three years thereafter. Focus groups have been held with various departments and categories of employees to identify areas of concern and propose opportunities for enhancing the work environment. Union contracts and negotiations set the tone for relationships with the classified, exempt, and faculty groups.

YVCC monitors the external environment by supporting BOT, administrative, faculty, and staff participation with and representation to external organizations. Participation with external organizations enables YVCC employees to return to the college with a deeper understanding of their particular sphere of influence and potential to increase effectiveness. Figure 5.2 below identifies four basic levels of external involvement.

Figure 5.B.2: Spheres of External Involvement



At the broadest level, the BOT members and President interact with local and state legislators regarding policies, procedures, and funding initiatives that impact or could impact the college. The President also coordinates with the CEOs of other educational organizations and businesses in the community. As the leader of Strategic Planning, the President oversees development of an Environmental Scan that projects future growth and areas of concern as well as current strengths and weaknesses. The President is a member of the Washington Association of Community and Technical Colleges (WACTC), of which she was president from 2007 to 2009. YVCC supports administrative involvement in all state-wide SBCTC commissions and some national initiatives. Specific initiatives commissions, representatives, and benefits to the college are outlined in Table 5.2 below:

Table 5.B.1: Representation to BOT, Presidential, and Commission-Level Groups

National/SBCTC Group	Representative	Benefit to YVCC
Achieving the Dream (ATD - National Initiative)	VP of Instruction and Student Services OIE Director	Participate in developing capacity to research student success and benchmark progress
American Association for Community Colleges (AACC)	President	Addresses national issues that affect community colleges
Association for Community College Trustees (ACCT – national-level group)	BOT Members	Stay abreast of national policies and directives that enhance, support, help, and assist community colleges through engagement of the public, development of policies, and oversight of leadership
Business Affairs Commission (BAC)	VP for Admin. Services	Collaborate with other community college business officers on issues affecting community college operations
Human Resources Management Commission (HRMC)	HR Director	Current legislative, legal, and best practice updates not available elsewhere without significant conference costs
Information Technology Commission (ITC)	Technology Director	Technology sharing and issues resolution that affect the system as a whole
Instruction Commission (IC)	VP of Instruction and Student Services	Develops system work plan for instruction and student services for approval by WACTC; collaborates with business officers and others on issue affecting community college operations; recommends system policies and priorities to WACTC

Intercollege Relations Commission (ICRC)	Dean of Arts and Sciences Faculty Counselor	Facilitate transfer between colleges in Washington State; focus on direct transfer agreements and major-ready pathways through such efforts as common course numbering
Northwest Commission on Colleges and Universities (NWCCU)	VP of Instruction and Student Services VP of Administrative Services Library Director	Stay current on NWCCU Accreditation Standards through participation in annual conferences, regular contact with Commission staff, and representation on accreditation teams
Student Services Commission (SSC)	Dean of Student Services	Assist with developing and assessing statewide student services policies; learn and share best practices
Trustees Association of Community and Technical Colleges (TACTC – state level)	BOT Members	Provides support and coordination for trustees in the areas of education, communication, and advocacy
Washington Association of Community and Technical Colleges (WACTC)	President	Served as president of the group from 2007-09; advocate for YVCC; understand perspectives of other colleges

In addition to monitoring at the state and national levels, the college also monitors its external environments relative to specific activities. Administrators, faculty members, and staff members participate in SBCTC-affiliated councils and other professional groups.

Table 5.B.2: Representation on State Councils and Professional Groups

State Council/Group	Representative	Benefit to YVCC
Admissions and Registration Council (ARC)	Registrar	Keep abreast of changes in requirements for admissions, placement procedures, FERPA
Advising and Counseling Council (ACC)	Faculty Counselor appointed by VP	Stay current with advising and counseling strategies within the community colleges
Allied Health Center of Excellence (COE)	COE Director	Through work with industry and system partners, COE provides statewide leadership as the point-of-contact for facilitating and incorporating emerging technologies and industry trends into best practices, professional development, and leading edge curriculum.

Articulation and Transfer Council (ATC)	Dean of Arts and Sciences; Faculty Counselor	Coordination, collaboration, and management of issues with community colleges and universities with regard to transfer and major-ready pathways
Bookstore Council	Bookstore Manager	Benchmarking, best practices, legislative news, updates to and from Budget Accounting and Reporting Council
Budget Accounting and Reporting Council (BAR)	Director of Accounting Services; Director of Budget Services	Keep current and informed about accounting responsibilities, reporting requirements, and legislative policies regarding the finances of the college
Council for Basic Skills (CBS)	Dean of Basic Skills	Assist in providing guidance to the Instruction Commission on issues affecting state, local, or federally funded adult and family literacy programs and basic skills education issues
Council of Unions and Student Programs (CUSP)	Coordinator of Student Life	Provide an avenue for advancing professional development and planning for student programs and student union management staff within member community and technical colleges
Disability Support Services Council (DSSC)	Assistant Dean for Student Support Programs	Keep abreast of best practices regarding accommodations and ADA requirements
eLearning Council (ELC)	e-Learning Coordinator	Contribute to and get information about state-level decision making about learning management systems, coding, etc.
Faculty Assn of Community and Technical colleges (FACTC)	Appointed Faculty Representative	Participate in ongoing discussions of critical instructional issues related to two-year college
Financial Aid Council (FAC)	Director of Financial Aid	Stay current with federal and state regulations; exchange ideas with other FA professionals; make recommendations for policy changes
Library Council of Washington	Director of Library and Media Services	Involved with statewide issues impacting all Washington libraries, including the approval of grants and awards to utilize the federal money provided by the Library Services and Technology Act

Library Media Directors Council (LMDC)	Director of Library and Media Services	Keep current on issues and concerns related to library services and work collaboratively to provide system-wide quality library/media services
Multicultural Student Services Directors Council (MSSDC)	COMS Director	Collaborate to improve and expand services and programs to meet the needs of students of color; receive professional development/resources to enhance ability to impact the development of students of color and affect campus climate; coordinated WA State Students of Color Conference 2008-present
Operations and Facilities Council (OFC)	Director of Facility Operations	Promote the common interest in the construction, planning, administration, development, care, and operation of physical plants used by colleges
Purchasing Affairs Council (PAC)	Purchasing Manager	Receive WA state procurement updates and share procurement procedures with the Purchasing Affairs Council members
Washington Association for Research and Planning (WARP)	OIE Director and Research Analyst	Collaborate with other college IR personnel and SBCTC staff to increase access to reliable data; OIE Director is President-elect of WARP 2011-12; President 2012-13
Workforce Education Council (WEC)	Dean of Workforce Education, Workforce Director, Director for COE, Tech Prep Director	Serves as an Executive Committee member-at-large; keep abreast of Workforce issues, updates on WorkFirst, Worker Retraining, IBEST, Labor, JSP, CJST, and Committee Work. Dean of Workforce will serve on WEC Exec 2011-12.
Washington Executive Leadership Academy (WELA)	Rotating representation – Dean of Workforce Education 2011-12	Develop WA state community college leadership skills, a one-year program designed to help current college exempt employees compete for and succeed in executive positions in WA state
Washington Online (WAOL)	eLearning Manager	Coordinate efforts to offer online instruction; provide input about statewide technology to support eLearning

Faculty members are supported in attending conferences and meetings of their professional organizations and are encouraged to assume leadership positions. YVCC benefits from their

participation when they bring back new strategies for approaching areas of concern and/or update curriculum in line with current pedagogy and accepted practice. Of particular note are faculty members who have assumed leadership positions with their professional organizations

Table 5.B.3: Faculty Leadership in Professional Academic Organizations

Group	Representative(s)	Benefit to YVCC
American Choral Directors Association	Dr. Scott Peterson, Music Instructor	Past President of Northwestern Division, Washington State group, and Board member; promotes excellence in choral music through performance, composition, publication, research, and teaching; arts advocacy
American Society for Environmental History (ASEH)	Dr. Ken Zontek, History Instructor	Peer reviewer; brings acknowledgement to YVCC for academic excellence
Future Business Leaders of America	Susan Klaus, ABE Instructor	Keeps members apprised of trends in business and education
Higher Education Coordinating Board	Mark Fuzie, English Instructor	Assisted with development of College Readiness Standards for English and presented on implementation of these standards in high school and college classrooms
Northwest Drama Conference	Alicia Bickley, Drama Instructor	Serves faculty and students who attend the yearly Region VII Kennedy Center/American College Theatre Festival
Nursing Commission	Rhonda Taylor, Director of Nursing	Serves on the Exec Board; awareness of changes to policies and procedure
Passport to College	Sue Perrault, Faculty Counselor	Communicates with legislature and College Success Foundation on behalf of former foster student transitions to college
Pacific Northwest Political Science Association	Dr. Tim Jeske, Social Science Department Chair	President 2005-06; A regional gathering of scholars to share political science research and provide opportunities for professional development in teaching.
Two-Year College English Association (TYCA)	Carolyn Calhoon-Dillahunt, English Instructor	Serves as National TYCA Chair as well as member of the Exec Board for Conference on College Composition & Communication and National Council of Teachers of English; provides leadership in the theory, practice, and pedagogy of English instruction in two-year colleges

	English Instructors Mary Dahlin, Dodie Forrest, Dan Peters, Sandra Schroeder, Julie Swedin	Serve on regional executive board; support professional activities for two- year college English teachers in the Pacific Northwest; hosting regional conference in 2011
Washington Native Plant Society	Dr. Matthew Loeser, Biology Instructor	Involvement in education and research related to native plants; connections to other groups with the potential to involve students in research
Washington State Business Education Association	Susan Klaus, ABE Instructor Kevin Palmateer, Business Instructor	Updates on curriculum for business applications that influence alternatives for teaching reading, writing, and math South Central WA region rep.; coordinates with other institutions of higher education
Washington State Nurses Association	Chris Ivy, Allied Health Instructor	Treasurer of Local District 6; coordination of curriculum for nursing programs; updates on regulations
Washington Society of Radiologic Technologists	Chris Beaudry, Rad Tech Instructor	Exec Board member; promotes continuing education, awareness, and active partnership in changing laws and policies
Yakima-Morelia Sister City Association	Dr. David Blink, Music Instructor	Board member and education committee chair; participation in cultural exchanges
Yakima School District ASL Advisory Board	Traci Croshaw, ASL Instructor	Board member; coordination of ASL services in the Yakima Valley

YVCC keeps abreast of local initiatives and changes that might influence or affect the college, in part, through employee participation in local organizations. Through this participation YVCC is also able to provide input into other groups about the college's mission and plans.

Table 5.B.4: Participation in Local Organizations

Group	Participant	Benefit to YVCC
Afghan Women's Education Fund	Dr. Ken Zontek History Instructor	Raises funds to provide a full scholarship for an Afghan woman; brings recognition to the college for humanitarian work
Apprisen Financial Advocates/Consumer Credit Counseling of Yakima Valley	Teresa Holland, VP Admin. Services	Provides opportunities to advocate on a national and local level for financial literacy and debt reduction in our population

Casey Family Programs	Bonnie Labbee, Faculty counselor	Serves on Board; leveraging programs for former foster children
Enterprise for Progress in the Community (EPIC)	Paulette Lopez, WED Dean	Secretary for the Board of Directors; coordinates YVCC's Early Childhood Education program with local childcare initiatives
Entrepreneur Friendly Cities Initiative Steering Committee (part of YCDA)	Bryce Humphreys, Dean of Grandview Campus Carol Schneider, Business Instructor Brock Eubanks, Economics Instructor	YVCC is a major partner in promoting and supporting entrepreneurship in Yakima County.
For a Better Tomorrow	Linda Kaminski, President	Contributes to community vision and planning
Girl Scouts of Eastern Washington and Northern Idaho	Teresa Holland, VP Admin. Services	Provides an opportunity to promote education opportunities to youth in the Yakima Valley
Grandview Chamber of Commerce	Bryce Humphreys, Brad Smith	YVCC is a major partner in providing training for business in the Lower Yakima Valley.
Grandview Rotary	Bryce Humphreys, Grandview Dean	Provides network to community and business leaders
Hispanic Academic Achievers Program (HAAP)	Paulette Lopez, WED Dean Luis Gutierrez, COMS Director	Supports matriculation from high school to college; increases awareness of YVCC's programs of study; fosters Hispanic academic achievement and offers college scholarships to outstanding Hispanic student in the local community
Kittitas and Yakima County Local Planning Area (LPA)	Kerrie Abb, Dean of Arts & Sciences and Basic Skills Angel Reyna, Director for Workforce Education	YVCC works through the LPA to coordinate education and training to parents engaged in the WorkFirst program at the five CSO offices in the district. Co-chair; disseminated information from the state, established agendas and meeting locations; represented YVCC as a voting member

Larson Gallery Guild	Rachel Dorn, Art Instructor Scott Towsley, Director of Tech Services Wilma Dulin, OIE Faculty Director	Promote the arts and YVCC's arts education programs; coordinate events with other arts organizations; leverage support for arts events hosted at YVCC
ReadyBy5	Paulette Lopez, WED Dean	Board of Directors; collaborates to help children, ages birth to five years and their families get kindergarten-ready for success in school and life
Rotary Clubs of Yakima	Dr. Linda Kaminski, President Teresa Holland, VP for Admin. Services	Provide network to community leaders and opportunities to do community service projects
South Central Washington Development council, Youth Council	Kerrie Abb, Dean of Arts & Sciences and Basic Skills	YVCC is a partner in providing education and training to youth in the district.
South Central Workforce Board	Dr. Linda Kaminski, President; BOT Member	YVCC is a major partner in training skilled workers that serve the community and retraining displaced workers.
Yakima Community Development Association (YCDA)	Mark Rogstad, HR Director	Serves as a resource to local businesses for accessing a network of government agencies, chambers of commerce, colleges and universities, and other important non-profit service providers.
Yakima County Chapter of the Washington State Society of Medical Assistants	Jane Ryder, Allied Health Instructor	This association advocates for the medical assisting profession on local, state, and national levels. It also provides networking for our Medical Assisting students and graduates.
Yakima County Economic Development Council (YCDA)	Dr. Linda Kaminski, President	YVCC is a major partner in promoting and expanding economic development within the community.

Yakima Valley Community College Foundation	Marlene Cousens, Education Instructor Dr. Ken Zontek, History Instructor	Board members; assist with planning, managing, and raising funds for student scholarships and faculty excellence awards
Yakima Valley Enterprise Challenge Steering Committee (part of YCDA)	Bryce Humpherys, Grandview Dean, Carol Schneider, Business Instructor	YVCC is a major partner in promoting and supporting entrepreneurship in Yakima County.
Yakima Symphony Chorus	Dr. Scott Peterson, Music Instructor	Served as Chorus Master; artistic connection with the Yakima music community, including the Yakima Symphony Orchestras as well as Central Washington University; provides performance opportunities for students in a professional venue
Yakima WorkSource Oversight Committee	Kerrie Abb, Dean of Arts & Sciences and Basic Skills	YVCC is a major partner in training skilled workers that serve the community and retraining displaced workers.

CONCLUSION

Over the past decade, Yakima Valley Community College has engaged the board, students, faculty, staff, and local community in improving community access and student success. During this time, the demography of the college's service district changed substantially as the population grew. The most significant growth occurred in the Hispanic population, and included a significant proportion of younger individuals with lower educational attainment levels. These changes challenged the entire educational community to respond with appropriate programs and services.

Over the last decade, the college has enrolled greater numbers of Hispanic students. In 2000, the college qualified as a Hispanic-Serving Institution (HSI) because more than 50% of students were low income and more than 25% were Hispanic. In 2001 YVCC received the first of two Title V: HSI grants. The Title V grants provided resources to enable the college to begin to engage the growing Hispanic population, to invest in professional development of its faculty, to test the impact of academic support services on student retention, and to develop new curriculum and services. These investments built upon – and in some cases helped to refocus – earlier Title III grant-funded efforts of the college to introduce information technology into instruction, enhance professional development, and establish academic support services.

In the spring of 2006, the Board of Trustees endorsed, and the college committed to participate in Achieving the Dream, the national community college initiative to improve student outcomes while closing achievement gaps. Through its participation in this national initiative, the college developed a “culture of evidence,” which supports the use of data to inform decisions and provides a filter for resource allocation and, most recently, severe budget reductions.

The Board of Trustees has played a critical role in approving the core themes in the areas of access, success, and community, as well as defining and establishing benchmarks for mission fulfillment. Building upon that foundation, the college administration identified objectives to support the achievement of each core theme, and indicators to enable performance measurement. Through systematic review of data on various student success indicators, the college is now able to monitor and assess which strategies are most effective in meeting the established objectives in the three core areas. The ongoing measurement of performance will enable the college to direct its efforts and resources into the areas that will most effectively provide access to educational opportunities, ensure that students succeed, and best serve the needs of our communities.

Data Resources

- ¹ 2009-11 AFT-Yakima Collective Bargaining Agreement
- ² 2009-11 WPEA Classified Agreement
- ³ Board of Trustees Constitution and Bylaws
- ⁴ History of Institutional Policy Changes Since 2001
- ⁵ Strategic Plan 2005-10
- ⁶ Strategic Plan 2010-15
- ⁷ 2011/12 College Catalog
- ⁸ ICRC Handbook Fall 2004 (includes updates through April 2011)
- ⁹ Articulation Agreements
- ¹⁰ Compass Placement August 2011
- ¹¹ Specific Program Handbooks
- ¹² Evaluations
- ¹³ Example of Part-Time Certification
- ¹⁴ Degree Worksheets
- ¹⁵ WED Degrees and Certificates
- ¹⁶ YVCC Program Inventory
- ¹⁷ WED Advisory Committee List
- ¹⁸ Course Outline of Record Template
- ¹⁹ Abilities Definitions
- ²⁰ Curriculum Committee Handbooks
- ²¹ Divisional Course Impact Statement Form – 02-23-11
- ²² Abilities Rubrics
- ²³ Arts & Sciences Department Goals
- ²⁴ Assessment – Table of Core Course Competencies 2010-11
- ²⁵ Program Assessment 10-11
- ²⁶ Student Assessment 10-11
- ²⁷ Blank 2010-2011 WED Self-Study Form
- ²⁸ FERPA Booklet
- ²⁹ Board Status Report
- ³⁰ Signature Authority Administrative Procedure 2.11
- ³¹ Signature Requirements Table Administrative Procedure 2.11
- ³² Daily Enrollment Report
- ³³ Tuition Projection and Monitoring
- ³⁴ Revenue Report
- ³⁵ Grant Table
- ³⁶ Budget Policy 1.03
- ³⁷ 2007 Master Plan
- ³⁸ Historical Allocations for Selected Capital Budget Categories by College by Biennium
- ³⁹ 2008 Auditor's Report
- ⁴⁰ 2008 SBCTC Operations Review
- ⁴¹ YVCC Foundation Agreement
- ⁴² Foundation Audit Report
- ⁴³ Financial Code for Associated Students
- ⁴⁴ Facility Operations Organization Chart

-
- 45 Yakima Campus Map
 - 46 Grandview Campus Map
 - 47 Technology Services Organization Chart
 - 48 Indicator 1.1.a – Running Start Enrollment
 - 49 Indicator 1.1.b – Survey of High School Personnel
 - 50 Indicator 1.1.c – Participation in Pre-College Programs and Activities
 - 51 Indicator 1.1.d – Percentage of High School Graduating Class Matriculating to College
 - 52 Indicator 1.1.e – Monitor Tech Prep Enrollments
 - 53 Indicator 1.2.a – Number of GED Testers Who Complete Annually
 - 54 Indicator 1.2.b – Number of YVCC GED Students Who Complete Annually
 - 55 Indicator 1.2.c – CAPs GED Completers
 - 56 Indicator 1.2.d – Reaching Goal of Literacy
 - 57 Indicator 1.2.e – Reaching Goal of Improving English Language Skills
 - 58 Indicator 1.2.f – Employment Status of Job Prep Completers
 - 59 Indicator 1.2.g – Number of Certificates and Degrees Awarded Each Year
 - 60 Indicator 1.2.h – Number of WorkFirst Students Served Each Year
 - 61 Indicator 1.2.i – Worker Retraining FTE Relative to the Annual Target
 - 62 Indicator 1.2.j – Advisory Boards in Compliance with WAC
 - 63 Indicator 1.3 – Collaboration Efficiency List
 - 64 Indicator 1.4.a – Student Involvement in Extracurricular Activities
 - 65 Indicator 1.4.c – Environmental Scan
 - 66 Indicator 1.4.e – GAAPCom Report
 - 67 Indicator 1.4.e – Affirmative Action POC Trend
 - 68 Indicator 1.4.e – SBCTC Comparison
 - 69 Indicator 1.5.a – Difference Between YVCC PACE Score Compared to NILIE National Norm
 - 70 Indicator 1.5.b – Vocational Certification Update
 - 71 Indicator 1.5.d – EMSI 2011 Summary
 - 72 Indicator 1.6.a – Meet FTE Band
 - 73 Indicator 1.7.b – YVCC Clery Act Annual Statistics 2007-09
 - 74 Indicator 2.1.b – Courses by Modality
 - 75 Indicator 2.1.b – NWCCU Annual Report 2011
 - 76 Indicator 2.1.c – Zip Code Proxy
 - 77 Indicator 2.1.c – Low-Income at YVCC 2011
 - 78 Indicator 2.2.a – Fall Survey of Placement Satisfaction
 - 79 Indicator 2.2.b – Success in Math by Placement
 - 80 Indicator 2.2.c – Success in English by Placement
 - 81 Indicator 2.2.d – Biology 109 Prerequisite Analysis
 - 82 Indicator 2.2.d – Chemistry Potential Students
 - 83 Indicator 2.2.d – Psychology 100 Grades in Relation to Math
 - 84 Indicator 2.2.c – Analysis of Pre-College Pass Rates in English
 - 85 Indicator 2.3.a – New Student Orientation Participation
 - 86 Indicator 2.3.c – Library Qualitative Indicators for Access
 - 87 Indicator 2.3.a – Incoming Student Survey Summary
 - 88 Indicator 2.3.a – Incoming Student Survey Top Three Analysis
 - 89 Indicator 2.4.a – ABE Transition

-
- 90 Indicator 2.4.b – GED Matriculation
 - 91 Indicator 2.4.c – Course Completion Rates in Developmental Math and English
 - 92 Indicator 2.4.d – Degree Completion by Placement
 - 93 Indicator 2.5.a – College-Going Population Versus Yakima County Population
 - 94 Indicator 2.5.b – Matriculation from High School
 - 95 Indicator 3.1.a & b – Retention Rates
 - 96 Indicator 3.2.a – Course Completion Rates in Transfer and Workforce
 - 97 Indicator 3.2.b – Degree and Certificate Completion within Three and Six Years
 - 98 Indicator 3.2.c – Credits Attempted Versus Credits Completed
 - 99 Indicator 3.2.d – Percentage of Students on Academic Probation, Suspension, or Dismissed
 - 100 Indicator 3.2.e – Course Completion by Modality
 - 101 Indicator 3.3.a & b – ABE and ESL Federal Level Gains
 - 102 Indicator 3.4.a – Completion of Quantitative Requirement within Three Years
 - 103 Indicator 3.4.b – Math Pathways
 - 104 Indicator 3.4.b – Pathways into Math 107-111
 - 105 Indicator 3.4.b – Math Department Report (December 2009)
 - 106 Indicator 3.4.b – Pathway into 107 and 111 Tables
 - 107 Indicator 3.4.b – Placed into Math 085 Grade Analysis
 - 108 Indicator 3.4.b – First Math-to-Completion Rates
 - 109 Indicator 3.4.b – Math Progression from Developmental to College Level
 - 110 Indicator 3.4.b – Placement by ABE 050-075 Pathways First Year
 - 111 Indicator 3.4.b – Started in ABE Pathway
 - 112 Indicator 3.5.a – Strong Connection to Goals
 - 113 Indicator 3.6.b – WED Blank 2010-11 Self-Study Form
 - 114 Indicator 3.6.c – WED Student Assessment 10-11 Template
 - 115 Indicator 3.6.c – Template for WED Program Assessment
 - 116 Indicator 3.6.a – Course Impact Statement Form
 - 117 Indicator 3.7.a – Satisfaction with Support Services
 - 118 Indicator 3.7.b – Library Qualitative Indicators for Success



YVCC is an Affirmative Action/ Equal Opportunity Institution
YVCC is designated by the US Department of Education as a Hispanic-serving Institution

Visit us at www.yvcc.edu