

## Wenatchee Valley College Board of Trustees March 20, 2024

Work Session	10:00 am	Maguire Conference Center- 1103E, Zoom <a href="https://wvc.zoom.us/j/81504557103">https://wvc.zoom.us/j/81504557103</a>
Regular Meeting	3:00 pm	Wenatchi Hall – 2310, Zoom <a href="https://wvc.zoom.us/j/85485160089">https://wvc.zoom.us/j/85485160089</a>

### WORK SESSION AGENDA

9:00 am	<b>TRUSTEE CLASS VISIT (optional)</b>	
10:00	<b>COMMUNICATIONS</b>	
	<ul style="list-style-type: none"> <li>• Pharm Tech Accreditation</li> </ul>	
10:05	<b>REPORT FROM TRUSTEES</b>	
	<ul style="list-style-type: none"> <li>• Trustee Tuesday</li> <li>• ACT Spring Conference</li> </ul>	
10:10	<b>LEADERSHIP REPORTS</b>	
	<ul style="list-style-type: none"> <li>• Administrative Services (Brett Riley) 19</li> <li>• Instruction (Dr. Tod Treat)</li> <li>• Student Affairs (Dr. Diana Garza) 22</li> <li>• Climate, Culture, Inclusion &amp; Belonging (Joe Eubanks) 1</li> <li>• Human Resources (Reagan Bellamy) 2</li> <li>• Public Information (Dr. Jennifer Korfiatis) 3</li> <li>• ASPIRE (Dr. Tod Treat)</li> <li>• Omak Foundation (Jennifer Short) 6</li> </ul>	
11:00	<b>PRESIDENTS REPORT</b>	26
12:00 pm	<b>LUNCH</b>	
12:30	<b>LEADERSHIP DEVELOPMENT</b>	
	<ul style="list-style-type: none"> <li>• Budget 101</li> </ul>	
1:30	<b>BOARD MEETING AGENDA REVIEW</b>	
	<ul style="list-style-type: none"> <li>• Action Items – Tenure Review 28</li> </ul>	
1:35 pm	<b>EXECUTIVE SESSION</b>	
	An Executive Session may be called for any reason allowed under the Open Public Meetings Act (RCW 42.30)	

**REGULAR MEETING AGENDA**

**CALL TO ORDER**

**LAND ACKNOWLEDGEMENT**

**APPROVAL OF MINUTE6**

- 1. February 21, 2024, Regular Board Meeting ..... 7

**CELEBRATING SUCCESS**

- 2. Business After Hours ..... 10
- 3. Scrubs Camp ..... 12

**SPECIAL REPORTS**

- 1. ASWVC President, Lexie Fennell ..... 15
- 2. ASWVCO President, Keilahni Pelton..... 16
- 3. AHE President, Sharon Wiest ..... 17
- 4. WPEA Chief Shop Steward, Wendy Glenn ..... 18

**STAFF REPORTS**

- 5. Brett Riley, Vice President of Administrative Services ..... 19
- 6. Dr. Tod Treat, Vice President of Instruction
- 7. Dr. Diana Garza, Vice President of Student Affairs ..... 22
- 8. Dr. Faimous Harrison, President ..... 26

**PUBLIC COMMENT**

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

**ACTION**

- 9. Tenure Review, Dr. Faimous Harrison, President ..... 28

**ADJOURNMENT**

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

# Climate, Culture, Diversity, Equity & Belonging

Joe Eubanks, Executive Director

I am delighted to present our latest progress report, underscoring our relentless pursuit of inclusive excellence at Wenatchee Valley College. Our steadfast dedication to equity, diversity, inclusion, and belonging remains at the forefront of our institutional ethos, and I am pleased to report significant advancements in this noble endeavor. In this comprehensive update, we will delve into three pivotal areas that underscore our unwavering commitment to nurturing an inclusive environment.

## 1. Establishment of DEIB Advisory Board:

It brings me great pride to announce the formation of the Diversity, Equity, Inclusion, and Belonging (DEIB) Advisory Board, comprising esteemed community members. This board will serve as a vital consultative body, ensuring that the college remains deeply attuned to the needs and aspirations of our diverse community. By fostering robust dialogue and collaboration with external stakeholders, we aim to fortify our bonds with the community while diligently aligning our initiatives with their expectations and aspirations. This initiative is one of the goals outlined in the Wenatchee Valley College Equity and Inclusion Strategic Plan. The DEIB Advisory Board embodies our commitment to inclusivity and serves as a guiding force in our journey towards a more equitable and welcoming campus environment.

## 2. Successful Inaugural Brewing Success Together Social Hour:

I am thrilled to report that our inaugural Brewing Success Together social hour surpassed all expectations, emerging as a resounding success. This transformative initiative, which replaced the previous “Coffee with Cabinet” provided a vibrant platform for fostering meaningful connections, dialogue, and camaraderie among our teammates here at our college. By cultivating a warm and inclusive atmosphere, we have taken significant strides in nurturing a sense of belonging and solidarity within our college community. The success of this social hour underscores our commitment to creating spaces where every individual feels valued, respected, and empowered to thrive.

## 3. Collaboration with YWCA for Until Justice Just Is Event:

I am delighted to announce our collaboration with the YWCA for the annual Until Justice Just Is event, formerly known as Stand Against Racism. Scheduled for April 18, this poignant gathering epitomizes our shared commitment to eradicating systemic injustices and fostering a more equitable society. Through collaborative partnerships with esteemed organizations like the YWCA, we reaffirm our dedication to championing social justice and advancing inclusive excellence. This collaboration represents a significant step forward in our collective efforts to create a campus culture rooted in equity, empathy, and mutual respect.

Conclusion:

In summary, the establishment of the DEIB Advisory Board, the resounding success of our Brewing Success Together social hour, and our forthcoming collaboration with the YWCA underscore our unwavering commitment to advancing diversity, equity, inclusion, and belonging within our institution and beyond. By harnessing the collective wisdom and energy of our community, we are poised to effect transformative change and cultivate a campus culture rooted in equity, empathy, and belonging.

All the Best,

Joe Eubanks

## Human Resources

Reagan Bellamy, Executive Director

### Open Recruitments –

Omak Campus Dean - President

Senior Budget Analyst - President

ASPIRE ED – VP Instruction

Research Associate – VP Instruction

HR Consultant Assistant 2 – HR

Athletic Director – VP Student Affairs

Dean STEAM – VP Instruction

### Upcoming Trainings -

March – EEOC Leading with Respect – Supervisors (awesome training)

April/May – EEOC Respect in the Workplace – non-supervisors (4 sections)

## Public Information

Jennifer Korfiatis, Interim Executive Director

I am on vacation and will miss this meeting, but appreciate the opportunity to report on several key initiatives, and a few challenges, from the Public Information Office. The team is making some headway in keeping up with the volume of projects and requests, and I am pleased to provide an update on the following:

**Website analytics:** In the month of January, WVC.edu reports the following analytics (for comparison purposes, December 2023 analytics are included):

	January 2024	February 2024
<b>Total users</b>	<b>129,602</b>	<b>122,010</b>
<b>New users</b>	<b>124,553</b>	<b>118,449</b>
<b>Number of views</b>	<b>169,948</b>	<b>150,957</b>
<b>Top geo</b>	<b>Ashburn, Wenatchee, Seattle, East Wenatchee, Omak</b>	<b>Seattle, Wenatchee, East Wenatchee, Omak, Quincy</b>
<b>Top pages</b>	<b>WVC.edu, Search, Academics, Academic Calendar, Human Resources/jobs</b>	<b>WVC.edu, Search, Academics, Academic Calendar, Apply, Human Resources/jobs</b>
<b>Live chat sessions</b>	<b>257</b>	<b>185</b>

We continue to work on adding a translation function to the website. Translating English text to Spanish “breaks” the template design. The tech support available through the platform (Omni) has offered We have a ticket into the web platform tech support.

Additional analytics are available upon request.

**Social media analytics:** January social media analytics for WVC platforms are as follows and benchmarked against December:

Facebook:

Impressions: 153,989; up 19.9% from January  
Total audience: 7,899, 19 new followers  
Engagement: 4,859, up 41% from January  
Click thrus: 1,182, down 13% from January

Instagram:

Impressions: 25,514, up 23% from January  
Followers: 2,090, 18 new followers  
Engagement: 172, down 61% from January

X(Twitter): this is a newer platform for WVC. In January, we had 82 impressions and gained 12 new followers.

TikTok: The first post went live on 2/14 and drew 3,508 views which is remarkable considering it is a brand-new feed. From 2/14-2/29 we drew 135 engagements.

### Spring registration campaign:

We are running an advertising campaign for spring registration in English and Spanish on regional radio stations and through digital marketing channels.

**Billboard:**

We are in the process of updating the Wenatchee and Omak billboards. The messaging will remain aspirational with an update to copy.

**Graduation:**

The PIO team is working with the graduation committee and is developing a draft of the grad programs and has contracted with Digital Media NW for livestreaming of both graduations and the nurses' ceremonies and presentations (5 events total). Members of the PIO team toured the Town Toyota Center, the location for the Wenatchee graduation, to determine specs for graphics and tech needs.

**Rebranding RFP:**

Three members of the PIO team participated in the scoring of the RFP responses. Discussions about an overhaul of wvc.edu continue.

**Media coverage:**

Wenatchee Valley College received positive media coverage as a result of the President's time in DC and Olympia, including stories on the "Walking to Running Start" bill that the President supported.

**Staffing:** The current PIO team is as follows:

- Jennifer Korfiatis, Interim Executive Director of Communications, Marketing and Media Relations  
Part-time  
PIO duties scheduled around teaching responsibilities
- Sarah Buman, graphic and web design  
Full-time
- Theresa Taylor, Copywriter  
Full-time
- Lisa DeVera, Service Center Manager  
.25 FTE  
Supports the workflow and billing/invoicing for PIO, and manages the Live Chat on the website
- Maria Adams, Athletics  
.25 FTE  
Serves as WVC outreach in addition to coaching duties

The PIO team needs additional support. The addition of 2 team members would be optimal as follows:

1.0 FTE- project manager and coordinator, junior graphic designer

1.0 FTE- website manager

## ASPIRE

Dr. Tod Treat, Vice President of Instruction



## Omak Foundation

Jennifer Short, Omak Foundation Treasurer

The WVC at Omak Foundation's scholarship application is open now and closes on Friday, March 15th. The Omak Foundation plans to provide approximately \$25,000 in awards this cycle. An update to share final scholarship amounts and awards will be provided in the next board report - stay tuned!

The Omak Foundation continues to provide direct assistance to students in book funds and gas cards. Due to demand, the Omak Foundation Board voted in our February meeting to add \$2000 in additional funds to the David A Lindeblad Memorial Book Funds to ensure funds are available through winter quarter and in preparation for Spring.

The Omak Foundation Board are in the process of reviewing our Bylaws as part of our strategic goals and general board housekeeping.



# APPROVAL OF MINUTES

District No. 15  
Wenatchee, Washington

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## WENATCHEE VALLEY COLLEGE BOARD OF TRUSTEES

### Board Meeting

February 21, 2024

Maguire Event Center - Zoom

## MINUTES

### ATTENDANCE

Trustees Present:

Tamra Jackson, Chair (Zoom attendance)  
Paula Arno Martinez, Vice Chair  
Steve Zimmerman  
Wilma Cartagena  
Phylicia Hancock Lewis (Zoom attendance)

Also Present:

Cabinet Members  
Faculty Members  
Students

### BOARD WORK SESSION – 9:10 am

- Trustee Jackson, Hancock Lewis, Arno Martinez and Cartagena will be attending the National Legislative Summit in Washington, DC on Feb. 4 – 7. The Public Information Office is working on materials to share with State Representatives.
- The college financial burn rate is at 6.71%. The bidding climate continues to improve, benefiting capital projects. Getting ready to request federal funds for the Omak project through Representative Newhouse office. Ongoing issues with the dorms, including bathroom leak issues – the goal is to upgrade the facility as funds become available. Grants are up generating more cash on hand.
- Annual contract review: The board has reviewed the contract list and did not identify any conflicts of interest.

### EXECUTIVE SESSION

The trustees entered into an executive session for 45 minutes to discuss personnel matters under RCW 42.30. The executive session ended at 2:45.

### REGULAR BOARD MEETING

**CALL TO ORDER: 3:00 P.M.**

### LAND ACKNOWLEDGMENT

### APPROVAL OF MINUTES

**January 17, 2024, Regular Board Meeting Minutes and**

Wilma Cartagena moved that the minutes of the January 17, 2024, Regular Board Meeting and the January 24, 2024 Special Meeting be approved. The motion was seconded by Steve Zimmerman and carried unanimously.

MOTION NO. 2351

## CELEBRATING SUCCESS

### **Knight at the Wild**

The Wenatchee Valley College Foundation sponsored Knight at the Wild on Friday, February 9. The Wenatchee Wild hockey game is an opportunity to increase WVC's visibility and engage the community. The event is a partnership between the WVC recruitment committee, WVC campus life, ASWVC student senate (Wenatchee and Omak), and the WVC Foundation.

Twenty clubs and programs tabled in the Town Toyota Center concourse to share information and provide free giveaways. Tickets to the game were sold by ASWVC (Wenatchee and Omak) and the WVC Foundation. Two sections in the "Wild Zone" were for WVC students, alumni, and employees.

The Women's Service League of NCW also had their annual Diaper Toss during Knight at the Wild. All diapers thrown during the Diaper Toss went to the WVC Knights Kupboard. The Kupboard received 12,600 diapers and 18,204 wipes from the Diaper Toss.

### **Applied Baccalaureate and Behavioral Health**

WVC is embarking on its newest Applied Baccalaureate (BAS). The BAS in Behavioral Health expands opportunities for WVC students pursuing Criminal Justice, Early Childhood Education, and Chemical Dependency. More than one in five adults live with a diagnosable mental health condition or addiction, yet Washington is ranked 32nd in access to mental health care for adults (38th for youth). Graduates of the BAS-BH will alleviate this shortage by delivering evidence-based interventions for common behavioral health conditions (i.e. depression, anxiety) as part of an integrated care team. WVC could not advance this work without the dedication and collaboration of Dean Yuritzi Lozano, Professor Bev Warman, Professor J'Lene George, and their Big Bend counterparts. Former Dean Holly Bringman and ASPIRE Director Cynthia Requa also supported the initiation of this work. In addition, WVC and BBCC have partnered with Thriving Together NCW, who obtained a Career Launch in Behavioral Health for a large service area inclusive of Chelan, Douglas, and Okanogan counties.

### **Student Art Exhibit**

The WVC Art Department is honored by the opportunity to take over the Art Alley at Pybus for February to share works by talented students taking our art classes. These pieces represent a glimpse into the range of media being explored in the Music and Art Center, and the breadth of student types and interests studying with us.

WVC student-artists whose work is on display at Pybus Art Alley:

**Eden D'Atre, Felicia Avalos-Cruz, Nico Kitos, and Annika Ross** are Running Start students, most likely going on to degrees and professions other than art. In their art classes, they've earned Humanities credits for graduation and gained the skills needed to create some outstanding projects.

**Aislyn Ross** and **Sonja Knoop** are budding artists who will have taken several classes in the art department. They look to graduate from high school and WVC in the spring, and then study art at a university next year.

**Joanna Lavaun** will end up taking nearly every art class we have to offer, gaining as much experience as possible and developing an impressive portfolio before she heads off to a significant art program elsewhere.

**Ella Dickman** has focused on painting at WVC, and it shows in her highly developed skills. She is currently taking her third painting class at WVC.

**Melissa Rossato** and **Jeska Stowell**, are "non-traditional" students who have taken many studio classes through Continuing Education, with their presence in the studios making for a rich environment that benefits everyone.

**Carly Feddersen** and **Sue Edick** are accomplished artists who have returned to continue their growth and professional development as students in several of our classes, including Printmaking, Illustration, and Advanced Painting. Having them around raises the bar for everyone, inspiring students to do their best work.

## INTRODUCTION OF NEW EMPLOYEES

Reagan Bellamy, Executive Director of Human Resources introduced the following employees: Yatzari Martinez-Guerra, TRIO Program Assistant and Magali Olguin Ramos, Benefits Navigator

## SPECIAL REPORTS

### **Keilahni Pelton, ASWVCO President**

Keilahni provided a report on events that took place on the Omak campus as well as upcoming events. Student Senate is doing a Black History Month book giveaway and will be going to Chelan for a retreat.

### **Dania Cuevas Sandoval, ASWVC Vice President**

Dania Cuevas provided a report on events that took place on the Wenatchee campus as well as upcoming events. The Senate team was invited to Waltz (from the Wenatchee Wild) birthday party in March. S&A Fees will be presented to the board at the next meeting.

### **Sharon Wiest, AHE President**

In addition to the written report, Sharon reported that the Higher Education Legislative Committee has new members. There will be a faculty social and retirement information meeting.

### **Wendy Glenn, Chief Steward WPEA**

In addition to the written report, Wendy reported having productive regular monthly meetings with Brett and Reagan. WPEA will have an interim representative as the previous representative resigned. A continuing concern for positions going unfilled.

## STAFF REPORTS

### **Brett Riley, Vice President of Administrative Services**

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

### **Dr. Tod Treat, Vice President of Instruction**

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

### **Dr. Diana Garza, Vice President of Student Affairs**

Dr. Garza did not add to her written report shared during the work session.

### **Dr. Faimous Harrison, President**

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

## PUBLIC COMMENTS

No comments

## ACTION

### **000.280 COVID-19 Vaccinated Campus Policy**

Policy 000.280 is no longer relevant and needs to be rescinded.

Steve Zimmerman moved to rescind policy 000.280 COVID-19 Vaccinated Campus Policy. The motion was seconded by Paula Arno Martinez and carried unanimously.

MOTION NO. 2352

## ADJOURNMENT – 3:20 P.M.

## CELEBRATING SUCCESS

### Business After Hours

Wenatchee Valley College Foundation hosted Business After Hours on Thursday, February 29. Business After Hours is a monthly networking event organized by the Wenatchee Valley Chamber of Commerce and hosted by a different Chamber member each month. The event focuses on bringing together local business professionals.

Estimated attendance for the event was 75 people. About half of those in attendance were WVC alumni.

Lupe Brito, foundation development director, was the primary planner for WVC to be featured. The evening featured live piano music by student and scholarship recipient Tanner Burns, remarks from foundation executive director Rachel Evey, and a panel of WVC alumni moderated by Lupe Brito. The panel featured East Wenatchee Mayor Jerrilea Crawford, WVC head men's soccer coach Lenin Guzman Sanchez, Diamond Foundry equipment engineer Pablo Cortez Gomez, and Evergreen Luxury Events owner Mayra Garcia.

Guests also got a preview of the MAC Gallery's March exhibit by Kyung Hee "Kate" Im, a sculptor and installation artist. The exhibit highlights aspects of physical isolation and how isolation has been exaggerated.

The event would not have been possible without Karina Mendoza-Flores and Lenin Guzman Sanchez with WVC outreach and recruitment, volunteer foundation board members, foundation staff, custodial, Easton Hetterle with IT, catering by From Scratch by Us, and Scott Bailey with the WVC art department. Thank you to WVC leadership for supporting the event and Cabinet members Brett Riley and Pedro Navarrete for attending.



Figure 1- WVC alumni panel answers questions about their experience as students. Left to right: Lenin Guzman Sanchez, Jerrilea Crawford, Lupe Brito, Mayra Garcia, and Pablo Cortez.



Figure 2- Karina Mendoza-Flores and Lenin Guzman Sanchez, members of the WVC outreach and recruitment team, welcome guests and share information about programs.



Figure 3- Business After Hours guests network and enjoy catering by From Scratch by Us in the Music and Art Center (MAC).



Figure 4- Business After Hours guests network and enjoy catering by From Scratch by Us in the Music and Art Center (MAC).

## CELEBRATING SUCCESS

### Scrubs Camp

The Central Washington Area Health Education Center (AHEC) held a Scrubs Camp on Friday, March 9 at the Omak Campus. 76 high school students from throughout Okanogan County participated in hands on exposure to Emergency Medical Technician, Medical Assisting, Nursing, Pharmacy Technician, Medical Laboratory Technician, and Radiologic Technician careers. AHEC Director Nancy Spurgeon and Coordinator Jordan Johnson were joined by faculty and staff from Wenatchee as well as community employers, sharing their love of helping others through health careers. The event was a wonderful success.

Survey data: 54 students turned in their pre and post surveys. Students were asked to rank 1-4 (1-5 for one question) their knowledge about/interest in healthcare careers, with 1 being very little and 4 (5) being a lot. Some results (averages):

- How much did you know about health career choices? Pre-survey was a 2.5/4, post-survey was 3.5/4
- How likely are you to go into a healthcare career? Pre-survey was a 4.2/5, post-survey was 4.5/5
- How much do you know about college options for healthcare careers? Pre-survey was a 2.3/4, post-survey was 3.2/4
- Do you have an interest in a health profession career? Pre-survey was a 3.3/4, post-survey was 3.6/4
- How did Scrubs Camp contribute to your interest in health careers? Post-survey was 3.8/4.



Local EMTs discuss emergency procedures for patients.



Dr. Jenny Freese, Nursing Director explains simulation technology.





Professor Amanda Stringham, Professor Pat Tracy, and area MLTs share with students. (Phlebotomy is always a crowd favorite.)



Medical Assisting explaining the importance of vitals and health assessment

Photobooth pictures available at:

[https://drive.google.com/drive/folders/15ieQ0Amqsx9KS0IX4NBTt\\_8Iz3wuyPXV?usp=sharing](https://drive.google.com/drive/folders/15ieQ0Amqsx9KS0IX4NBTt_8Iz3wuyPXV?usp=sharing)



## SPECIAL REPORTS

Lexi Fennell, ASWVC President

### CURRENT MEMBERS

President: Lexie Fennell

Vice President: Dania Cuevas-Sandoval

Treasurer: Delano Calimlim

Secretary: Alexi Granados

Director of Campus Activities: Karen Rivera

Director of Health and Wellness: Jackson Young

Director of Public Relations: Denise Laurel-Espinoza

Student Ambassador: Kaitlin Barrows

Student Ambassador: Trent Renslow

### UPDATES

- The senate team has started meeting with cabinet members to open communication and start a collaboration with the student voices.
- Our senate team is working on a Women's History Month Event
- Our mascot Maximus was invited to show up at the easter egg walk event
- Our senate team, athletics, clubs, alumni, and students/staff were invited to be in the Apple Blossom Parade.
- Our Senate team reviewed the District Calendar for the next couple of years.
- The Ice Skating event we had been planning on having on March 15th was canceled.
- The Senate golf cart has been fixed and is ready for use.
- Our senate team has been looking over the financial district code for review and revisions.

### EVENT UPDATES

- Valentine Kissing Booth
  - This event was a fun way to give sweet treats to students passing by in the hallways and add a smile to their faces.
- Walts Birthday
  - Our Mascot Maximus and security went to the celebration for Walt.
  - A picture was taken of all the mascots and they all went on the ice during first intermission
- The feedback and honest reviews of the event are being sent to Wenatchee Wild.

### UPCOMING EVENTS

- Pizzathon - March 13th @5:00-9:00pm
- Apple Blossom Parade - May 4th
- Women's History Month Event in Van Tassell - March 11th-15th daily at 12:00pm
- Easter Egg Walk Events in Eastmont Parks - March 30th

### SENATE ACTIONS AND APPROVALS

- The senate approved \$1200 for tickets to the mariners game on May 30th @1:00pm
- The senate approved buying a new mascot

## Kelahni, ASWVCO President

Current cabinet: President: Keilahni Pelton, Vice President: Bobbi Nicholson, Secretary-Treasurer: Megan Heinlen, Director of Campus Activities: Kinden Hook, Director of Public Relations: Mercedes Weeks, Student Ambassadors: Franco Martinez Juan, Amber Watson, Paige Wirth, Advisor: Edith Gomez, Program Assistant: Dayla Culp.

### Events:

- Our Pop in with the Senate days have gone well so far, we have received good feedback and have been able to promote events such as the Knight at the Wild event. These are days for students to meet with senate members to give input on what they want to see on campus. (This is an event that is put on regularly throughout each quarter).
- On February 12th and 13th, we hosted our Valentine's Vibes event where students can come into the lounge and write cards for people they appreciate, it went well. On February 27th from 3-4:30, we had our Stop the Stigma Event. We partnered with
- FHC and our WVC counselors to talk with students and staff about opiate overdose awareness. About 15 people came
- From February 26th- 29th, we gave out books for Black History Month. We gave out the titles, *Between the World and Me* by Ta-Nehisi Coates, *The Hate U Give* by Angie Thomas, *I Know Why the Caged Bird Sings* by Maya Angelou, *Legendborn* by Tracy Deonn, and more! We also partnered with the library, so the library now has a copy of each of the books we give out. We were able to give out about 30 books.
- For Women's History Month we worked on a Trivia sheet and put around campus, and when students fill it out, they can get a goodie bag.

### Motions:

- We moved to approve \$40 out of the student center budget for menstrual hygiene products on February 12th.
- We moved to approve \$1,600 out of the contingency budget for our Senate Retreat on February 12th.
- We moved to approve \$150 out of the student center budget for a cart for our student lounge on February 12th.
- We moved to approve \$50 out of the entertainment budget for goodie bags for our Women's History Month on March 4th.
- We moved to approve \$150 out of the student center budget to renew our annual Canva account on March 4th.
- We moved to approve \$400 out of the student center budget for snacks for the student lounge on March 4th.

### Other:

- We had a senate retreat February 23-25 in Chelan. It went well. Various team bonding exercises and planning sessions happened.

Respectfully Submitted,  
Keilahni Pelton  
ASWVCO Student Body President

## Sharon Weist, AHE President



Faculty approach the seriousness and the effort the Board of Trustees is putting in when reviewing the Pre-Tenure Documents. The faculty are also interested in sharing the Full-Time Non-Tenure Documents with you as well so that you can learn about all of our newer Full-Time Faculty.

The faculty appreciate the question-and-answer forum held by Dr. Harrison and cabinet members held on March 8<sup>th</sup>. Almost half of the faculty attended this meeting.

I attended the AFT/WEA Lobby Day and special reception for outgoing Senate Higher Ed Committee Chair, Senator Nobles, and incoming HE chair, Senator Randall on February's President's Day. I had an opportunity to speak with Senator Randall regarding the importance of supporting Washington States rural community colleges. We are invaluable in the economic development of our region, and in bringing social justice through education which opens employment opportunities for the residents in North Central Washington.

I continue to work with cabinet members and deans on a variety of individual faculty issues as well as some other issues that affect the faculty at large. The faculty hope that by the time you are reading this, we have been able to post position announcements for several open Full-time faculty positions.

The faculty continue to work on their shared governance committees as well as work in departments and divisions in preparing annual schedules for next year.

AHE has held regular monthly meetings of the executive board and for the general membership. In addition, AHE held a pre-retirement seminar, and a special meeting to help Part-time faculty understand the role of the union and the Collective Bargaining Agreement in their work here as PT faculty.

The nursing hiring committees completed their work. AHE will work with Human Resources if/when other full-time faculty positions are approved.

I will be attending WEA Rep Assembly along with machining instructor, Micky Jennings. I am also on the WEA HE board. This board is already looking ahead to the next legislative session.

Sincerely,  
Sharon Wiest

## Wendy Glenn, WPEA Shop Steward

Our new Union representative at WPEA is Chris Hill. I've met with her once now, and she seems to be very knowledgeable. She will be joining our monthly LMCC meetings with Bret Riley and Reagan Bellamy.

I have a couple of potential candidates we may consider adding to our steward ranks. I'll keep you updated on any developments.

Many of us participated in the All-District Q&A session with the cabinet on Friday afternoon, March 7th. Numerous insightful questions were raised, and we anticipate that the Board will receive a summary of the questions submitted.

Retention remains a significant area of focus for us. It's evident that organizations offering competitive compensation packages, opportunities for career development, and a supportive work environment are better positioned to retain top talent, and we are aware of the constraints put on the college as to actual compensation packages; however, more help to Classified employees and to supervisors of Classified employees on how the reclassification process works would be immensely appreciated.

Proactively identifying root causes and implementing targeted interventions will be essential steps to mitigate turnover rates.

Respectfully,  
Wendy Glenn  
IT Department  
**WPEA Shop Steward**

## STAFF REPORTS

### Brett Riley

Vice President of Administrative Services

#### Administrative Services

- Administrative Services- Brett Riley, has been working with Cabinet to develop the 24-25 annual operating budget. Departmental Area Plans have been consolidated under the appropriate Cabinet members and are currently being evaluated as part of the normal budget development process. Administrative Services has also been working with SBCTC representatives to provide information and data related to the current legislative session. Administrative Services has also been in conversations with Representative Newhouse's staff concerning a second round of Community Project Funding for the Omak Health Science Center project.

#### Budget & Internal Auditing

- As stated above, Cabinet started working on the 24-25 Operating Budget. We are currently on schedule for presentation to the Board prior to the July break.

#### Fiscal Services

- Fiscal Services is now on schedule to start the closeout process with the 2020-21 financial statement audit on April 8th. Fiscal Services will pivot immediately to the 2021-22 financial statements which are approximately 80% complete. Additionally, the fiscal services team is simultaneously working on the 2022-23 IPEDS financial reporting that typically serves as the precursor to the 2022-23 financial statements.
- Finally, the Fiscal Services team is beginning the year-end closeout process. This will be the first cycle under our new leadership team.

#### Facilities and Capital

- Omak Health Sciences Center- As stated prior, the team is working with Representative Newhouse's staff to secure a second round of funding the Community Project Funding process.
- CTEI – We finally received the building permit for the CTEI project. We still have some minor issues to work through, but none of them are preventing our progress forward. At this time, we are waiting to be added to the DES bid calendar. We hope to share more specifics at the Board meeting.

#### Minor Works

- Facilities staff have taken on a number of local and minor works projects listed below:
  - Mish ee twee-3<sup>rd</sup> floor office space – In progress.
  - Wenatchi Hall- Office space improvements – In progress.
  - Van Tassell- Office space improvements - In progress.
  - Student Housing- Bathroom remediation - In progress.
  - Stormwater/Parking Lot- In progress

### **Safety and Security**

- Safety staff, along with Administrative Services recently received the results of the annual statewide safety survey. As a result, the team is reviewing the responses and working on a workplan to address any areas of concern that came out of the results of the survey.

### **Information Technology**

- IT Department is starting to get their vacant positions filled, with the IT System Administrator position being filled.
- IT staff continue to reevaluate their portfolio of contracted vendors. Most recently, the team identified a \$60,000 savings by going through a campus wide evaluation with stakeholders that resulted in an RFP being issued and a new vendor being selected.
- Our IT Director continues to serve as a leader in systemwide ctcLink improvements and serves as a voice of the colleges in process enhancements across the ctcLink landscape.

**Dr. Tod Treat**  
Vice President of Instruction

## Student Affairs

Dr. Diana Garza

### The Financial Aid Team:

<b>Michael Hicks</b>	Financial Aid Director.
<b>Tony Rosales</b>	Assistant Financial Aid Director.
<b>Jade Knell</b>	Program Specialist III/ Veteran coordinator.
<b>Jocelyn Vincent Ramsey</b>	Program Specialist II Omak.
<b>Luis Martinez</b>	Program Specialist II / Verifications Specialist & WASFA Processing.
<b>Karina Ruelas</b>	Program Specialist II / Scholarship Coordinator
<b>Crystal Carreon</b>	Program Specialist II / Federal Loan Coordinator

### FAFSA Simplification

#### ❖ Improvements

The U.S. Department of Education has created a new and improved FAFSA application that is now available for the 2024/2025 school year. The application is aimed at making the application process more efficient and user-friendly. Here are some of the expected changes:

- Federal tax information is transferred directly from the IRS into the form. This will result in less errors.
- Parents without a social security number can now create an FSAID.
- Students can now send the application to up to 20 schools.
- Student Aid Index (SAI) will be replacing the Expected Family Contribution (EFC).
- Students who are considered independent due to risk of homelessness or other qualifying circumstances no longer need to verify their dependency status each year unless their situation changes.
- Eligibility for Federal Pell Grants is expanding. Incarcerated students in federal and state correctional facilities may be eligible.
- The aid application will have fewer questions, making it easier for students to complete.





❖ **Challenges**

**Contributors Without a Social Security Number**

Completing the Free Application for Federal Student Aid (FAFSA) is a crucial step for students seeking financial assistance for their higher education. However, for students whose parents do not have a social security number (SSN), navigating the 2024/2025 FAFSA process is presenting significant challenges.

As mentioned earlier, one of the benefits of the simplified FAFSA is that parents without a social security number would now be able to set up and FSAID and sign the application electronically. Unfortunately, many of the parents are still having difficulties answering the required identification questions and are unable to complete the FSAID process. And those that are successful in obtaining an FSAID are currently not able to contribute to the form, even if the student starts the application and invites the parent to contribute. A resolution to the issue is expected mid-March.

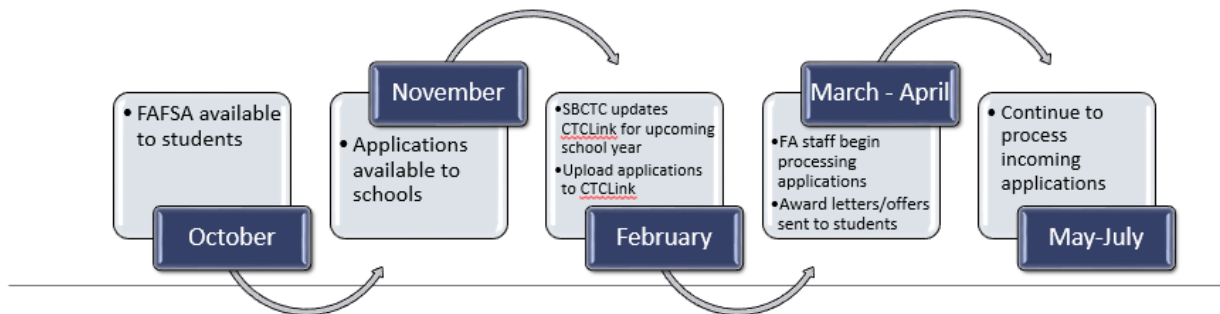
❖ **Timeline**

June 2023	U.S. Department of Education announced the FAFSA would not be available until December.
November 2023	Federal Student Aid announced the initial FAFSA release would be a soft launch and have limited windows of availability.
December 30, 2023	Federal Student Aid opened the FAFSA for small windows of time.
January 9, 2024	Identified the FAFSA did not appropriately adjust for inflation, impacting \$1.8 billion in student aid. They initially were not going to correct for the 2024/2025 application in order to stay on their timeline.
January 30, 2024	Announced that they would correct inflation error, delaying student data to institutions until mid-March.
February 9, 2024	SBCTC notified state colleges that they have decided to delay the 2024/2025 update to CTCLink until late April.
Financial Aid Packaging	Financial Aid anticipates the soonest we can begin awarding student aid will be in early May.

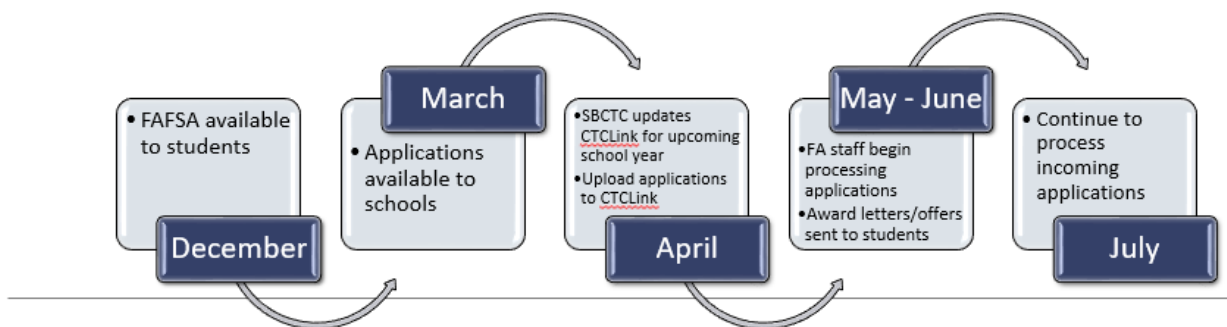
❖ Processing Time Reduction

Because of these issues and delays due to the implementation of the new FAFSA, our available processing time for the initial batch of applications is three months as opposed to five months we have with our typical cycle.

## TYPICAL WVC FINANCIAL AID CYCLE PREVIOUS TIMELINE



## 2024/2025 WVC FINANCIAL AID CYCLE NEW TIMELINE



❖ **High School FAFSA/WASFA Nights**

The Financial Aid staff has assisted four high schools in conducting FAFSA/WASFA nights where we discussed the changes, the issues, and assisted families in completing the applications:

**Entiat High School**                      **9/20/2023**      (Applications not yet available) Discussed expected changes.

**Westside High School**                      **1/16/2023**

**Eastmont High School** **1/23/2023**

**Wenatchee High School**                      **2/8/2023**

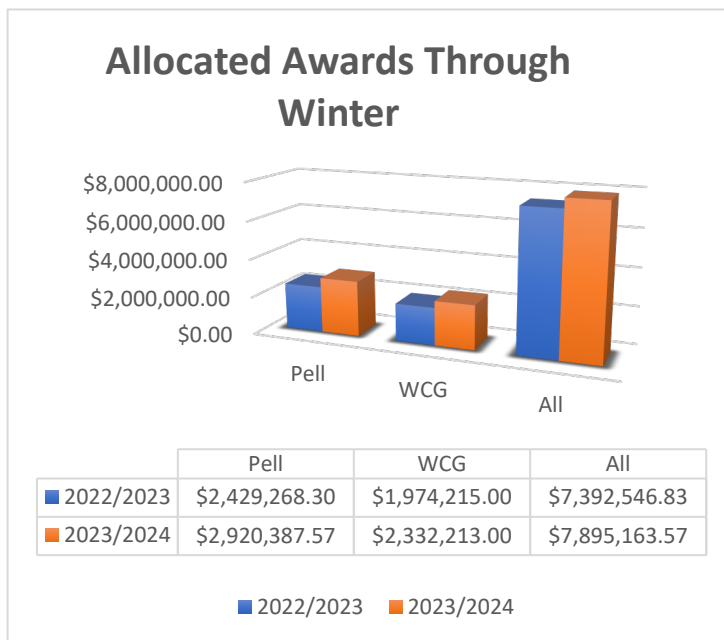
We are planning to schedule a FAFSA/WASFA night here at the college in mid-March as soon as the issue regarding parents without social security numbers is resolved.

**Award Allocation**

Currently we have received 3,804 applications for financial aid (Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WASFA)). In comparison to the 22-23 year at this time we had received 3333. This is a 14% increase over last year.

With that, we have increased federal Pell Grant awards by 20% and Washington College Grant awards by 18%.

To date we have allocated \$7,895,163.57 to students for this current year. This is a 6.8% increase over the \$7,392,546.83 allocated this time last year. A big reason for the increase in total allocated awards falls short of the Pell and WCG increase is due to elimination of CARES funding. Cares funding accounted for \$293,420.35 in allocated awards at this time last year.



## Dr. Faimous Harrison

President

### Topics:

- **WACTC Meetings** (Thursday and Friday 2-29 and March 1<sup>st</sup>)
  - President's Academy
    - College Spark Washington Grants (**see pages 29-32**)
    - Debrief last month's Guided Pathways Retreat (**see pages 33-48**)
  - Joint meeting with the Legislative and Public Information Committee, Operating Budget Committee, and Equity Committee
  - CTC links and Business Processes Alignment
  - DEOC Equity Committee Discussion and next steps
  - College in the Highschool:
    - \$300 per student up to \$3,500 per course number vs. class
    - Allocations will be modified and the SBCTC will have to claw back some of the money based on these new interpretations
  - Student Success Technology Platform RFT Taskforce Discussion:
    - Several Models are being considered (**see pages 49-61**)
      - Everyone GETS IN the Pool
      - Everyone AT the Pool
      - Individual Backyard Pool
  - Centralization Models:
    - Centralized System
    - Quasi-Centralized
    - Decentralized (Backyard pool model)
  - Worker Retraining Model
    - Program Background, Structure, and Funding Considerations (**see pages 62-78**)
  - Bellevue College
    - Received a 2 million dollar grant that builds upon Bellevue College undergraduate research work.
  - Budget review and discussion
  - Allocation Review Taskforce Discussion and voting
    - Salary impact model data for all college
    - Reserves calculations
    - Discussion related to fiscal health measures of the colleges and system
- **Strategic Plan** (**see pages 79-80**)
  - Where we are
  - Next steps (Spring, Summer, and Fall)
- **Motimatic Program** (**see pages 81-90**)
  - Brief Analytics and Stats:
    - Campaigns went live on 3/7/24.
    - 20 different ads are being used.
    - Total engagements as of 1:30pm on 3/11: 1357
    - Total click throughs as of 1:30pm on 3/11: 52
    - Stop-outs registered as of 1:30 on 3/11: 1
    - List size (the database provided by WVC): 2751

- **Met with Arnie Marchand to discuss the possibility for the Omak Campus hosting a “Washington State Indian Education Summer Teaching Institute.**
  - The Omak Campus hosted this three-day event at least once in 2016.
  
- **SBCTC Allocation Model Review Committee meeting**
  - *Earmarks of the State Board/Compensation, M&O Earmarks*
    - Friday, March 15: Presenting on the progress of the committee I co-chair in preparation for the next steps.
  
- **Okanogan County Scrubs Camp Wrap-Up (see pages 91-92)**
  - Board of Trustee Phylcia Lewis attended.
  
- **SkillSource Regional Board Meeting (March 6, 2024)**
  - Strategic Plan Process
  - Successes and challenges
  - Board Meeting and 2024 Recognition Banquet at the Confluence Technology Center – Friday, March 15, 2024.
  
- **Special Shout Out to Program Director Jan Kaiser, faculty, staff, and the entire Medical Assistant Program**
  - On Saturday, March 9, 2024, I had the opportunity to spend approximately three hours in the class listening to the student group research presentations on nutrients, diet, and various diet-related drugs and programs.
  - All of the students did an awesome job, and they were well-prepared to answer questions during the Q&A.
  
- **All-District Q&A (see pages 93-117)**

## ACTION

### Tenure Review: Dr. Faimous Harrison, President

According to Article V of the AHE contract, the tenure review committees have been established and have evaluated the non-tenured faculty members' instructional and professional effectiveness.

First-year probationary faculty members are Carolina Calderon-Martinez, nursing; Sandra Colbert, English; Jim Lin, physics; Elizabeth McGregor, math; Jazmin Ruiz, science; Anna-Marie Spagna, English; Holly Thorpe, English.

Second-year probationary faculty members are Gretchen Aguilar, nursing; Kristen Baltz, biography; Hillary Conner, exercise science; Julie Fitch, transitional studies; Patricia Maher, transitional studies; Waleed Muhammad, biography; Francisco Sarmiento-Torres, agriculture; Branwen Schaub, math; Julie Smith, nursing; Nate Suhr, Radiology.

**RECOMMENDATION:** At the discretion of the board.

**College Spark Washington and Washington State Board for Community and Technical Colleges (SBCTC)  
Initiative Planning: Building Capacity to Advance Equity-Focused System Change and  
Support & Sustain Leaders of Color**

SBCTC Contact: Sophia Agtarap | [sagtarap@sbctc.edu](mailto:sagtarap@sbctc.edu)  
[College Spark Washington](http://CollegeSparkWashington.org) Contact: Heather Gingerich | [heather@collegespark.org](mailto:heather@collegespark.org)

College Spark Washington and SBCTC are partnering to develop an initiative focused on building institutional capacity to engage in equity-focused systems change and support and sustain leaders of color from all levels in the CTC system.

**Goal:** Build the EDI capacity of CTC leaders to advance equity-focused system and institutional change and support and sustain BIPOC leaders at the student, staff, faculty, and administration levels.

**Theory of Change:** Coupling existing Community and Technical College (CTC) BIPOC leadership development strategies with supports and answerability for institutional change while building the EDI competency of CTC leaders will help CTC systems move toward their stated racial equity goals and more effectively recruit, grow, and sustain leaders of color.

**What this will address**

- Responsive to BIPOC voices (realities, challenges, needs) as they lead throughout the system;
- Engaging leadership from multiple levels, positions, and people, to align efforts to becoming anti-racist leaders and institutions;
- Support and answerability to help make equity-focused mission statements and DEI plans actionable and measurable;
- Advance BIPOC student retention and completion rates by centering on students priorities, passions, needs, and sense of belonging;
- Move toward positive culture change that reduces BIPOC leadership burnout and churn.

**Over the next 12 months, we will engage in a listening period that will lay the groundwork for a long-term (5-10 year) initiative.**

- **Listening:** connecting with commissions/councils, equity-focused groups, and individuals engaged in aligned work to gather feedback and ideas, and learn about opportunities to support related efforts;
- **Data gathering:** a third-party researcher will review data and gather perspectives on the 'State of BIPOC Leadership' in Washington's CTC system;
- **Forming an advisory group** to contribute to and be a sounding board for initiative planning;
- **Finalizing initiative details** based on feedback gathered during the planning year.

**Intended strategies that will be implemented during this long-term initiative:**

- **Building Colleges' EDI Leadership Capacity:** A central focus of this effort will be to provide resources, training, and support to a cohort of colleges working to build the EDI capacity of college leaders, formal and informal, engage in equity-focused institutional change, and better support and sustain their BIPOC leaders;
- **Growing Student Leadership:** Expanding and sustaining strategies that support the growth and voice of BIPOC student leaders;
- **Supporting Aligned Strategies:** Additional strategies may be identified during the 12 month planning period as we learn about opportunities to support existing and in-development equity-focused leadership development strategies throughout the CTC system.

Stay informed by signing up [here](#)

## College Spark Washington x Washington State Board for Community and Technical Colleges BIPOC Leadership Initiative

### 1. What is the timeline and funding amount?

2024 is the planning year for this initiative. Following the planning phase, the initiative will span 5-10 years, with financial support of approximately \$1.5million/year.

### 2. What will happen during the planning year?

During the planning year an initiative advisory committee will be formed that will provide feedback and guidance as the initiative is being developed. There will also be outreach to CTC commissions/councils, equity-focused groups, and individuals engaged in aligned work to gather feedback and ideas. Also during the planning year a third-party researcher will review data and gather perspectives on the 'State of BIPOC Leadership' in Washington's CTC system.

### 3. How will the voices of people of color be centered in this initiative, especially those who are already working to advance equity in the CTC system?

The development of this initiative will be informed by discussions with commissions/councils, equity-focused groups, and individuals engaged in aligned work. An advisory group of equity focused leaders, formal and informal, will guide initiative planning and provide feedback..

### 4. How can I learn more or get involved?

If you or a group you are part of would like to learn more and provide feedback, or be involved in the advisory group, please reach out to Sophia Agtarap, [sagtarap@sbctc.edu](mailto:sagtarap@sbctc.edu) or Heather Gingerich, [heather@collegespark.org](mailto:heather@collegespark.org)

### 5. How can I stay informed about this effort?

Stay informed by signing up [here](#).

### 6. What are the goals and objectives?

The goal of the initiative is to build the EDI capacity of CTC leaders to advance equity-focused system & institutional change and to support and sustain BIPOC leaders at the student, staff, faculty, and administration levels. The initiative goal is intentionally broad at the onset as we will spend this first year listening to commissions, councils, and equity-focused groups and leaders who are engaged in aligned work to gather feedback and get a pulse on the state of BIPOC leadership in Washington's CTCs.

### 7. What kinds of activities or strategies will this initiative support?

Possible strategies include:

- funding and other supports to a cohort of colleges working to build their EDI leadership capacity and engaged in equity-focused institutional change that advances their stated equity goals and supports their leaders of color



- expansion of the IDEAL Student Fellows or other student programs
- other strategies developed during the planning period

**8. What is the relationship between this initiative and existing, aligned efforts?**

**Where is there overlap and differentiation?**

There are many existing, explicitly equity focused efforts happening in Washington's CTC system including the WELS Institute, the Students of Color Conference, Faculty of Color Conference, the Faculty of Color Cross Institutional Mentorship Program, Social Justice Leadership Institute, IDEAL Fellows, and more. The planning year will include a focus on 1) learning about opportunities to support these efforts and 2) exploring the relationships and gaps between these aligned efforts and whether initiative funding might help to fill gaps and strengthen the connections between these strategies.

This initiative is geared toward building the EDI capacity of college leaders, teams, and groups to work collectively to advance equity-focused systems change and better support and sustain leaders of color at all levels.

**9. Will this initiative provide grants to colleges?**

Yes, a portion of initiative funding is allocated for grants to colleges to support college teams working to build their EDI capacity, engage in equity-focused institutional change, and better support formal and informal leaders of color at all levels on their campus. The application process, grant structure, and funding priorities will be developed during the planning year.

**10. Who is this for?**

This initiative is focused on improving institutional capacity to advance equity-focused systems change and better sustain & support leaders of color at the student, staff, faculty, and administration levels, with the hope that focused efforts in these areas will help advance other equity efforts and move institutions toward antiracism.

**11. What was the impetus for this effort? Why is College Spark focusing funding in this area?**

The culmination of ideas and interests from various groups has shaped College Spark's support for Washington's Community Colleges over the past two decades. Grants, facilitated through the Equity In Education Fund support short-term projects (1-3 years) in priority areas including College-Level Placement in Math and English, Community-Centered Decision-Making, Culturally Responsive Curriculum & Pedagogy, and Anti-Racist Leadership Development.

The foundation also supports long-term collaborative efforts through Initiative funding, with past initiatives like Achieving the Dream and Guided Pathways. As the financial commitment to Guided Pathways was winding down, College Spark dedicated 18 months to exploring potential areas of focus for the next CTC Initiative. This process involved gathering feedback from the College Spark Board of Directors, CTC student

focus groups, national CTC researchers, SBCTC, and staff, faculty, and administrators from WA CTCS. The emerging consensus highlighted a strong interest in BIPOC leadership as the central focus for the upcoming CTC Initiative, with an emphasis on building system capacity to better support and sustain leaders of color.

**12. How will the impact/effectiveness of this initiative be evaluated?**

An evaluation plan will be developed during the planning year, with a focus on measures of systems change and learning from the perspectives of leaders of color over time.

draft

# 2024-2026 Guided Pathways Work Plan Overview

The Guided Pathways Implementation Work Plan is designed to help your college describe your progress in implementing Guided Pathways practices at scale, reflect on opportunities and capacity for further work, and plan for 2024-2026 activities. The work plan will be released March 4, 2024 and will be due June 28, 2024.

This tool will inform future statewide professional development events, coaching, and technical assistance, identify shared priorities between colleges, and reinforce your college’s commitment to and progress in implementing Guided Pathways with fidelity.

Each Section is aligned with legislative requirements from the Workforce Education and Investment Act, the legislative action that provides the system with Guided Pathways Funding. The sections will also be auto populated with data submitted by your college for the 2022 Scale of Adoption Survey, administered by the Community College Research Center. An overview of each section is provided below.

For questions about the work plan, please contact Monica Wilson at [mwilson@sbctc.edu](mailto:mwilson@sbctc.edu)

## Leading Large Scale Change

Share about your college’s equity informed project and change management infrastructure. Some considerations:

- Alignment with college vision, goals, and plans
- Embedding equity across operations
- Maintaining momentum through change

## Pathway and Program Design

Provide updates and set goals for comprehensive mapping of student educational pathways with student end goals in mind. Some considerations:

- Completing meta-majors
- Completing program maps
- Development of program/field specific math sequencing

## Pathway Entry & Navigation

Provide updates and set goals that ensure students make informed program choices and develop completion plans. Some considerations:

- Academic and Career Exploration and Program Choice (Orientation, Career Assessments, First Year Experience, etc.)
- Student Advising (Mandatory advising, Checkpoint advising, Caseload advising, automatic registration alerts, advisors assigned by area of study)

## Data Analytics

Provide updates and set goals for data analysis of student learning as well as program and service outcomes. Some considerations:

- Data democratization and literacy across the institution
- Using data (qualitative, quantitative, disaggregated, etc.) to identify priorities, set goals, monitor progress, and develop continuous improvement processes

## Success Support Infrastructure

Provide updates and set goals for high impact practices in teaching and learning. Some considerations:

- Enriched Instruction in Program Foundation Courses
- Shortened developmental English and Math Pathways
- Corequisite Support in Math



# Guided Pathways Retreat Reflection & Next Steps

Monica Wilson  
Director, Student Success Center & Strategic Initiatives

# Our Time Together

- Small group reflection and sharing
- Updates
  - Student Success Center in Action
  - Work Plan
  - Legislative Report and Accountability metrics
- Closing

## Guided Pathways Retreat Reflection

### What was supposed to happen?

- Communicate within and across institutions and roles/commissions to identify opportunities for deeper collaboration for institutional and systemic transformative change that advances student success and equity
- Identify and apply local and national data to set priorities for local and system leadership strategies for scaling Guided Pathways and Student Success practices

### What actually happened?

- Institutional, commission, and inter-commission conversations and planning
- Hard conversations and honesty
- New and renewed commitments and curiosity around Guided Pathways

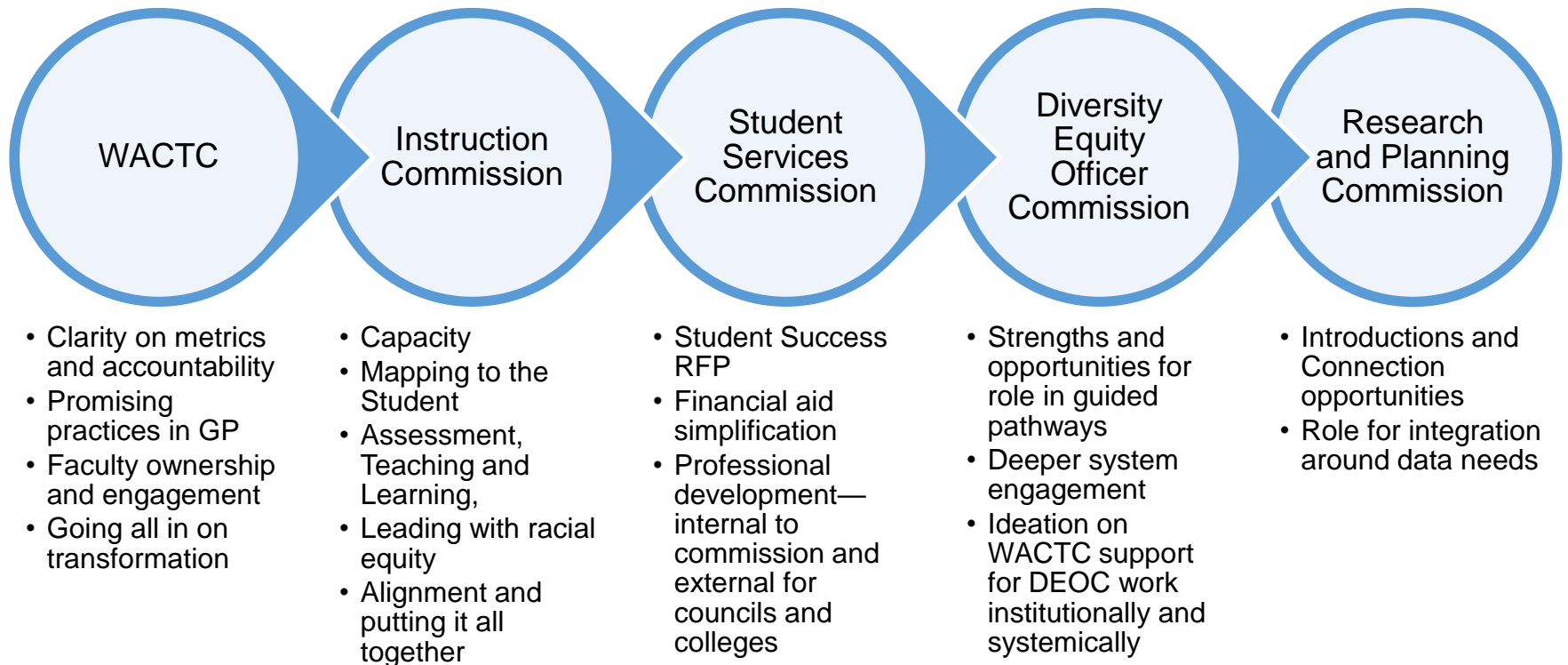
### What was the difference?

- Different starting places and needs
- Agenda and timing challenges
- Lack of clarity on goals and outcomes

### Lessons learned?

- More collaboration on future events
- Increased scaffolding and customizable agendas
- Improved communication planning

# Commission Conversation Themes



# Student Success Center Team Support

## Monica Wilson

- Director
- System Engagement
- Strategic Initiatives

## Brook Bane

- Program Specialist
- Professional Development
- Coaching

## *Vacant*

- Administrative Assistant
- Professional Development
- IDEAL Fellowship

## Amunoo Tembo

- Policy Associate
- Pathway Navigation
- Student Services Liaison

## Guava Jordan

- Policy Associate
- Faculty Development
- Ensured Learning

## Dawn Draus

- Policy Associate
- Math Pathways
- Placement



# Faculty Development and Ensured Learning

- Assessment Teaching and Learning Conference
- Setting structural foundation for faculty development

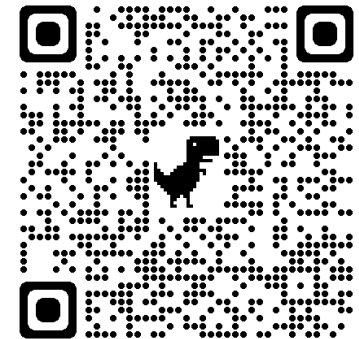
Key focus areas for faculty success and ensured student learning:

- Engagement: intentional and sustained student engagement
- Effectiveness: employing high-impact practices in the classroom
- Improvement: data-informed assessment and revision
- Inclusion: equity-minded and asset-based teaching
- Alignment: pathway-aligned and applied learning experiences

# Assessment Teaching and Learning Conference

Connect and Build: Nurturing growth of community and excellence in teaching and learning

- Thursday and Friday, May 2-3, 2024 @ Yakima Convention and Event Center
- \$75.00
- Support your faculty to attend
- [Registration is open now](#)



# Current Student Success Center Engagements

## Communities of Practice:

- Faculty Development
- Building a Thinking Classroom
- Data Science
- Social Justice in MATH& 107
- Corequisites with Kathleen Almy
- Antiracist Curriculum and Assessment Practices

- Guided Pathways Career Convenings
- Rural and Technical College Convenings
- Quarterly Math Faculty Retreats
- Student Affairs Assessment Cycle series
- Project Management series
- Assessment, Teaching, and Learning Conference
- Multi-college Placement Initiative
- In Development:
  - First Year Experience Repository and Learning Community
  - On-Demand New Faculty Institute
  - On-Demand Guided Pathways Orientation
  - Professional Development badging
  - Cohort Convenings
  - Retreats and Institutes

# WORK PLAN OVERVIEW

- Auto populated with data
- Aligned with legislative requirements from the Workforce Education and Investment Act
- Redesign cohorts
- Inform statewide PD, coaching, and technical assistance.

***Released March 4, 2024***  
***Due June 28, 2024***



## Large Scale Change

Equity informed project and change management infrastructure



## Pathway and Program Design

Comprehensive mapping of student educational pathways with student end goals in mind



## Pathway Entry & Navigation

Students make informed program choices and develop completion plans



## Data Analytics

Data analysis of student learning as well as program and service outcomes



## Success Support Infrastructure

High impact practices in teaching and learning

## Legislative Report

Advance copy of report to WACTC March 15, Leg March 25

- Guided Pathways implementation, including timeline, alignment with legislative requirements, challenges, and ongoing needs
- Trends in outcomes between 2012-2019
- Compares retention, course completion, credit accumulation, and Grade Point Average
- No statistical analysis to evaluate the impact of Guided Pathways

## Data Analysis Example

“Our college has used Guided Pathways funding to support data infrastructure including personnel, software, and data dashboards to inform strategic planning. Data analysis has been used to identify equity gaps too. Data is presented in meetings and workgroups to measure outcomes and prioritize areas of focus.”

# Guided Pathways Metrics

## **Preliminary Report**

- Student retention and persistence
- College level English and math within the first year
- Graduation and transfer rates

## **Final Report**

- Degree completion
- Time to degree, transfer to four-year institutions
- Employment and earnings

# Challenges and Ongoing Needs

---

Challenges      Impact of COVID-19

---

Staff Capacity and Turnover

---

ctcLink Transition

---

Buy-In

---

Ongoing  
Needs

---

Staffing

---

Student Success Software

---

Continued Support from SBCTC

---

Learning from Others

---

Reducing Reporting Burdens



## Guided Pathways Success: Culture

“Our college has transformed the culture of the institution from one that expected students to be 100% college ready and “had a right to fail” to an institution committed to meeting students where they are and ensuring that all students have a right to succeed.

Lack of student success is now seen as an indication of need for *institutional change*, rather than *student change*.”

# Thank You

## Questions? Comments? Feedback? Collaboration?

Monica Wilson  
[mwilson@sbctc.edu](mailto:mwilson@sbctc.edu)  
[Schedule a meeting](#)  
360-704-1022



**STUDENT SUCCESS  
TECHNOLOGY  
PLATFORM  
RFP**

# GENERAL ASSUMPTIONS

- This will be the only tool approved/implemented with two-way data integration with ctcLink.
- All institutions will likely pay something, regardless of their decision to implement.
- There will be a state-negotiated price; institutions would not engage in pricing negotiations.
- Support needs may vary based on type of implementation.

## **PURPOSE: PREP FOR TWO QUESTIONS**

- How will we fund the state-approved student success technology platform?
- How will we implement the platform?

## **WHY IT'S IMPORTANT**

- We must have these answers in order to create and publish a complete RFP.
- Vendors have to know the landscape to determine cost and capacity.

# **GENERAL FUNDING OPTIONS**

Super Big Picture

# EVERYONE IN THE POOL

- We have one lump-sum price, and everyone contributes to that system price;
- Likely based on a complex algorithm that hopefully nobody understands;
- Likely includes headcount as primary variable;
- Likely one bill to SBCTC;
- Every institutions pays substantial portion and retains the right not to implement.



# EVERYONE *AT* THE POOL

- There is a foundation cost, and additional cost based on how many colleges get into the pool;
- All institutions contribute some funds toward a base;
- Institutions implementing pay substantial additional costs, likely based on headcount;
- Need a sense of how many people will be in the pool and everyone retains the right not to implement.





# BACKYARD POOL

- Minimal “all in” funds;
- The commitment to vendors is that they will be the sole product with two-way integration;
- Interested schools then work off a common pricing structure, though their engagement is more direct with the vendor, allowing for greater customization;
- Need a sense of how many people will build a pool; and everyone retains the right not to...



# IMPLEMENTATION OPTIONS

Super Big Picture

# CENTRALIZED

- Single instance of the platform, replicated for each institution;
- Instance is hosted at SBCTC;
- Requires common practice, coding, definitions, and data structures;
- Easiest to manage for two-way integration with ctcLink.



# QUASI-CENTRALIZED

- Institutional instances of the platform, though with substantial guidance/requirements from SBCTC
- Thinking this looks most like Canvas;
- May strike a balance depending on flexibility of the platform.



# DECENTRALIZED

- Each institution manages its own implementation;
- Most challenging with regard to two-way integration;
- Likely need some level of programming standards from SBCTC, though crosswalks may be possible.
- Most institutional control, though likely the most difficult for consistent ctcLink two-way integration.



## UPDATES & TIMELINE

- Original timeline suggested an 18-month process.
- Working to pull that back to roughly 12 months.
- We are not doing further industry research or RFI phase.
- Taskforce has met twice for overview and launching the collection of priorities.
- We have a priority collection tool and a first draft of rating tool. Some commission/council visits.
- **Need to have these decisions by end of May WACTC.**



**WHAT DO YOU NEED TO  
MAKE THESE DECISIONS?**

**HOW WOULD YOU LIKE TO  
MAKE THESE DECISIONS?**

**YOUR QUESTIONS?**



# WORKER RETRAINING PROGRAM

## Enrollment & Funding

Anna Nikolaeva

Shanna McBride



# AGENDA

- Welcome and Introductions
  - Intent of today's meeting
- WRT Current State Overview
- WRT Formula Overview
- WRT Workgroup Scope and Recommendations
  - Recommendations' pros and cons
- Q&A

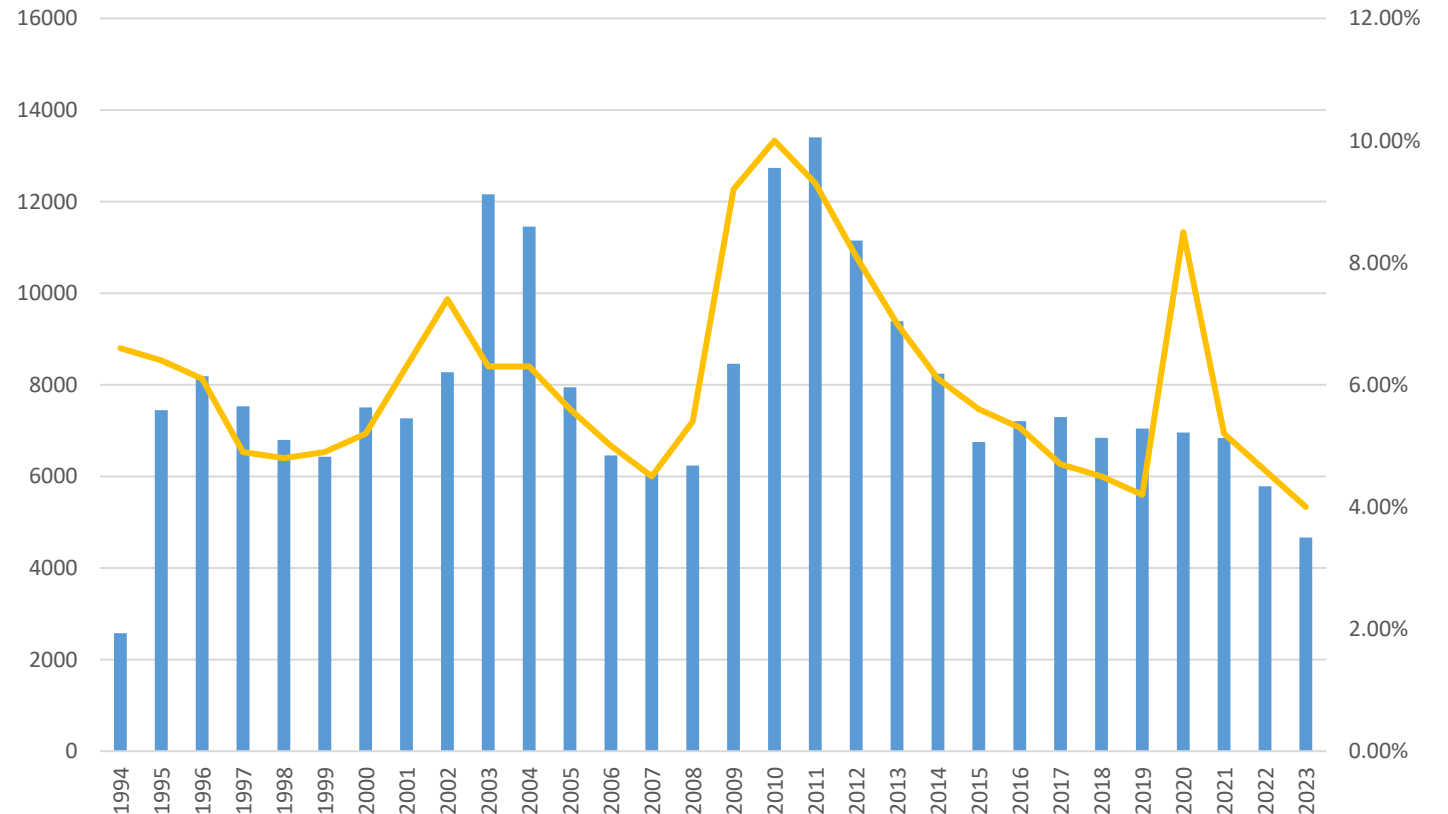
# WORKER RETRAINING PROGRAM – OVERVIEW

- **Purpose:** Re-employ Washington State’s dislocated workers in wage recovery jobs while building capacity for training in high-demand, high-wage fields
- **Funding:**
  - Just under \$40M each fiscal year
    - Approximately \$38M distributed across CTC system
    - \$1.5M dispersed to private career schools through competitive contracting
- **Program Features (for CTCs):**
  - Must establish student eligibility
  - Base allocation/variable allocation
  - Provides training, tuition, books/fees, support services

# HOW MANY PEOPLE ARE WE SERVING?

Annual enrollment trends typically follow unemployment rates. 2022-23 academic year saw the lowest enrollment since program's inception, with 4666 full-time equivalent students served. At its peak, the program served 13,403 FTEs in 2011.

Annual WRT Enrollment (FTEs) 1994-2023 at  
Community and Technical Colleges  
compared to state's annual unemployment rates





# WORKER RETRAINING PROGRAM PROVISO

- Established in 1993
- Proviso directs the program to serve at least 7,170 FTEs with appropriated funds\*:

29           (1) \$33,261,000 of the general fund—state appropriation for  
30 fiscal year 2024 and \$33,261,000 of the general fund—state  
31 appropriation for fiscal year 2025 are provided solely as special  
32 funds for training and related support services, including financial  
33 aid, as specified in RCW 28C.04.390. Funding is provided to support  
34 at least 7,170 full-time equivalent students in fiscal year 2024 and  
35 at least 7,170 full-time equivalent students in fiscal year 2025.

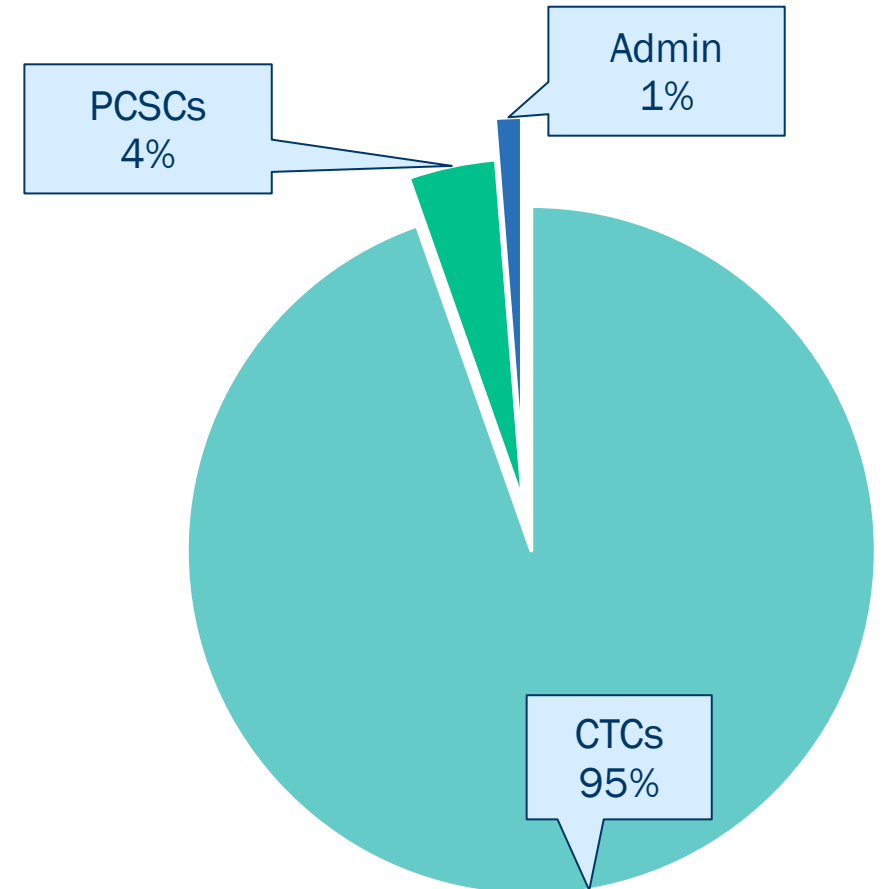
\*additional ~6M is added to the program via an earmark with no additional FTE targets, totaling \$39,759,100 overall for the program

# WRT FUNDING

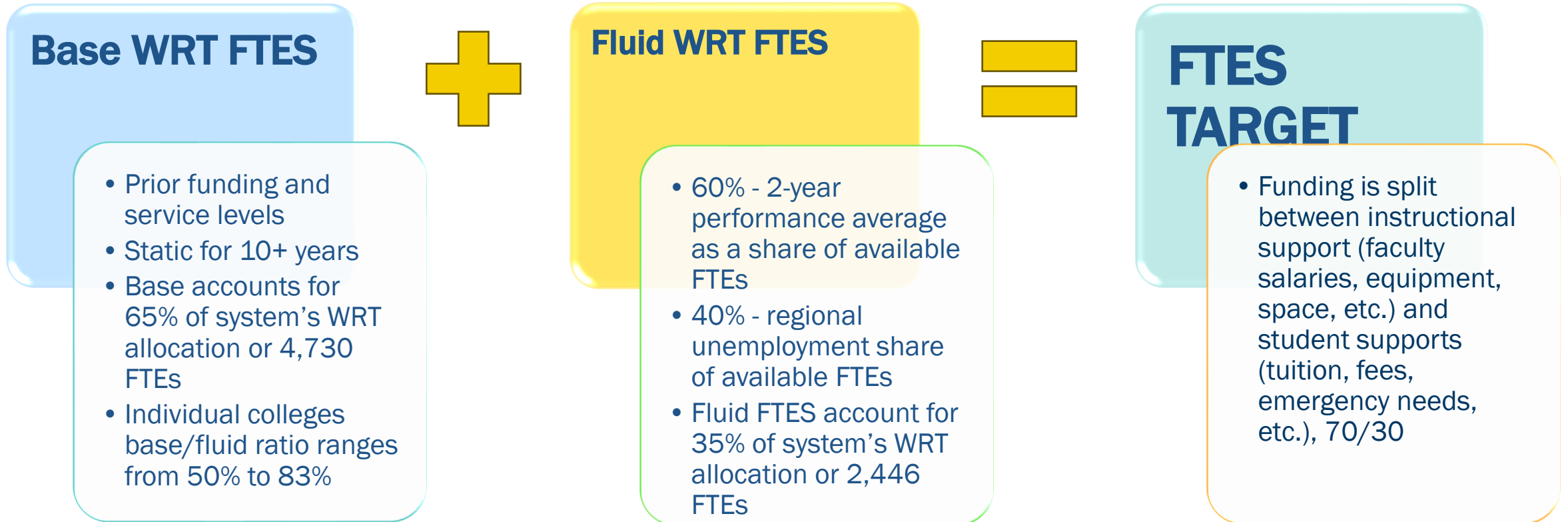
## Funding from State General Fund

- \$39,759,100 Annually
  - Community and Technical Colleges (CTCs)
    - 7176 FTES
    - \$37,586,982
      - *(includes \$23,823 co-loc per college)*
  - Private Career Schools and Colleges (PCSCs)
    - 430 FTES
    - \$1,640,880
  - Administration (to SBCTC)
    - \$497,555
  - Emergency Set-Aside *(not shown in chart)*
    - \$33,683

WRT Funding Distribution



# FUNDING FORMULA:



## CAMPUS EXAMPLES

	Base	Fluid	Total	FY23 Enrollment
College A	225	74	299	94
College B	33	32	65	106
College C	44	41	85	111
College D	176	82	258	116



## WRT WORKGROUP'S SCOPE

- Goal: Propose an updated WRT funding model that is both predictable for the colleges and responsive to the regional unemployment needs.
- In Scope:
  - Evaluation of the current WRT funding model
  - Update to the funding model, limited to:
    - Funding formula
    - Base allocation, variable/fluid allocation
    - Instruction/student support split
- Out of Scope:
  - Legislative funding requests for 2025 operating budget.
  - Solutions that require opening up guiding legislation (RCW 28C.04.390) or updating the proviso, including adjusting FTE rate
  - IT systems (i.e., ctcLink) redesign or system purchases.
  - Private Career School's WRT funding or SBCTC administration funds





## RECOMMENDATIONS

- 1) Maintain elements of the formula but recalculate the base allocation for each college.
  - New base would be 75% of 5-year enrollment averages
- 2) Same as Option 1, but with incremental roll-out over three years.
  - For example, if College A's base is reduced by 99 FTEs compared to current, FY25 would see base reduction of 33 FTEs only.
- 3) Make no changes
  - Proceed with the current formula elements.

## **RECOMMENDATION 1: UPDATE THE BASE ALLOCATION USING EACH COLLEGE'S 75% OF 5-YEAR WRT ENROLLMENT AVERAGE.**

### **Pros:**

- Addresses disparities in funding distribution
- Acknowledges actual performance levels, based on pre-, during, and post-pandemic enrollment trends, directing funding to campuses with higher WRT enrollments
- Narrows the range of base to variable ratios across the system to 20%
- Provides all colleges with funding levels that are at or above 5-year service averages\*
- Maintains the overall base/fluid split

### **Cons:**

- Sizeable impacts on several colleges
- Most recent performance data, particularly during COVID years, may not accurately predict future performance (solution: regular base review schedule)

\*estimates based on prior UI/enrollment levels. Actual award numbers are not available until February 2024, when ESD updates December 2023 unemployment numbers.



# CAMPUS EXAMPLES

	Base	Fluid	Total	New Base	Fluid	New Total*	FY23 Enrollment	5-YR Average
College A	225	74	299	107	79	186	94	142
College B	33	32	65	86	47	133	106	115
College C	44	41	85	109	36	145	111	146
College D	176	82	258	147	74	221	116	196

\*estimates based on prior UI/enrollment levels. Actual award numbers are not available until February 2024, when ESD updates December 2023 unemployment numbers.

## **RECOMMENDATION 2: UPDATE THE BASE ALLOCATION USING EACH COLLEGE'S 75% OF 5-YEAR WRT ENROLLMENT AVERAGE. ROLL OUT CHANGES OVER THREE YEARS.**

### **Pros:**

- Softens immediate impacts on affected colleges
- Addresses disparities in funding distribution
- Acknowledges actual performance levels, based on pre-, during, and post-pandemic enrollment trends, directing funding to campuses with higher WRT enrollments
- Eventually narrows the range of base to variable ratios across the system to 20%
- Provides all colleges with funding levels that are at or above 5-year service averages\*
- Maintains the overall base/fluid split

### **Cons:**

- Necessitates significant adjustments to planned spending every year for three years.
- Most recent performance data, particularly during COVID years, may not accurately predict future performance (solution: regular base review schedule)
- significant impacts on several colleges

\*estimates based on prior UI/enrollment levels. Actual award numbers are not available until February 2024, when ESD updates December 2023 unemployment numbers.

## **RECOMMENDATION 3: TAKE NO ACTION. MAINTAIN THE CURRENT BASE ALLOCATION TO EACH COLLEGE; MAINTAIN THE CURRENT FORMULA**

### **Pros:**

- Administrative efficiency and minimal disruption to colleges
- Flexibility for future change
- In the current environment of lower than usual enrollments, the voluntary redistribution process accommodates the needs of those colleges that experience higher enrollments than initial allocation levels.

### **Cons:**

- Maintains a broad range of base to fluid ratio in the system
- Base FTE does not accurately reflect recent service levels
- Colleges with low base allocations are unable to meet the needs of WRT-eligible students on their campuses without reliance on give-backs from other colleges

## NEXT STEPS

- Review impact on each campus and overall CTC system
- SBCTC staff are available for 1:1s to discuss details
- ESD updates 2023 unemployment numbers, SBCTC determines actual award amounts
- WACTC will consider proposed options
- WACTC may recommend a legislative solution for future sessions

# QUESTIONS FOR THE SBCTC TEAM?

College	Base FTE	Variable FTE	Total FTE	Total \$	Addition to Base	Total New \$	Previous (FY24) Total	Difference	% Change	5YR Enr. Average	5-Yr Average Performance x FTE (\$5,125)	Difference New Award to 5-Yr Average Performance	% of Base in New Award	Current (old) Base	Δ current base to new base
Bates	192	128	320	\$1,640,000.00	\$23,823.00	\$1,663,823.00	\$1,930,323.00	-\$266,500.00	-14%	256	\$1,314,357.97	\$349,465.03	60%	251	-59
Bellevue	107	79	186	\$953,250.00	\$23,823.00	\$977,073.00	\$1,592,073.00	-\$615,000.00	-39%	142	\$729,544.38	\$247,528.62	58%	225	-118
Bellingham	86	47	133	\$681,625.00	\$23,823.00	\$705,448.00	\$413,323.00	\$292,125.00	71%	115	\$590,198.16	\$115,249.84	65%	33	53
Big Bend	49	23	72	\$369,000.00	\$23,823.00	\$392,823.00	\$372,323.00	\$20,500.00	6%	66	\$337,503.19	\$55,319.81	68%	48	1
Cascadia	13	8	21	\$107,625.00	\$23,823.00	\$131,448.00	\$177,573.00	-\$46,125.00	-26%	17	\$88,451.74	\$42,996.26	62%	22	-9
Centralia	126	46	172	\$881,500.00	\$23,823.00	\$905,323.00	\$792,573.00	\$112,750.00	14%	167	\$857,817.12	\$47,505.88	73%	111	15
Clark	120	62	182	\$932,750.00	\$23,823.00	\$956,573.00	\$941,198.00	\$15,375.00	2%	161	\$823,241.69	\$133,331.31	66%	121	-1
Clover Park	208	106	314	\$1,609,250.00	\$23,823.00	\$1,633,073.00	\$1,540,823.00	\$92,250.00	6%	277	\$1,419,843.98	\$213,229.02	66%	176	32
Columbia Basin	270	113	383	\$1,962,875.00	\$23,823.00	\$1,986,698.00	\$1,643,323.00	\$343,375.00	21%	360	\$1,844,012.94	\$142,685.06	70%	221	49
Edmonds	147	74	221	\$1,132,625.00	\$23,823.00	\$1,156,448.00	\$1,351,198.00	-\$194,750.00	-14%	196	\$1,005,242.06	\$151,205.94	67%	176	-29
Everett	141	75	216	\$1,107,000.00	\$23,823.00	\$1,130,823.00	\$1,059,073.00	\$71,750.00	7%	189	\$966,395.33	\$164,427.67	65%	120	21
Grays Harbor	122	40	162	\$830,250.00	\$23,823.00	\$854,073.00	\$1,007,823.00	-\$153,750.00	-15%	163	\$834,502.55	\$19,570.45	75%	154	-32
Green River	294	230	524	\$2,685,500.00	\$23,823.00	\$2,709,323.00	\$2,335,198.00	\$374,125.00	16%	392	\$2,009,508.11	\$699,814.89	56%	265	29
Highline	143	88	231	\$1,183,875.00	\$23,823.00	\$1,207,698.00	\$1,540,823.00	-\$333,125.00	-22%	191	\$976,906.26	\$230,791.74	62%	202	-59
Lake Washington	159	108	267	\$1,368,375.00	\$23,823.00	\$1,392,198.00	\$1,192,323.00	\$199,875.00	17%	212	\$1,084,122.59	\$308,075.41	60%	113	46
Lower Columbia	109	36	145	\$743,125.00	\$23,823.00	\$766,948.00	\$433,823.00	\$333,125.00	77%	146	\$747,372.65	\$19,575.35	75%	44	65
Olympic	300	119	419	\$2,147,375.00	\$23,823.00	\$2,171,198.00	\$1,458,823.00	\$712,375.00	49%	401	\$2,052,777.77	\$118,420.23	72%	172	128
Peninsula	117	48	165	\$845,625.00	\$23,823.00	\$869,448.00	\$966,823.00	-\$97,375.00	-10%	157	\$802,269.33	\$67,178.67	71%	150	-33
Pierce	81	42	123	\$630,375.00	\$47,646.00	\$678,021.00	\$1,108,521.00	-\$430,500.00	-39%	108	\$553,740.19	\$124,280.81	66%	165	-84
Renton	202	140	342	\$1,752,750.00	\$23,823.00	\$1,776,573.00	\$1,689,448.00	\$87,125.00	5%	269	\$1,378,273.94	\$398,299.06	59%	178	24
Seattle District	484	285	769	\$3,941,125.00	\$71,469.00	\$4,012,594.00	\$4,642,969.00	-\$630,375.00	-14%	387	\$1,983,375.00	\$2,029,219.00	63%	582	-98
Shoreline	166	115	281	\$1,440,125.00	\$23,823.00	\$1,463,948.00	\$1,340,948.00	\$123,000.00	9%	222	\$1,137,750.00	\$326,198.00	59%	145	21
Skagit Valley	97	40	137	\$702,125.00	\$23,823.00	\$725,948.00	\$751,573.00	-\$25,625.00	-3%	130	\$666,250.00	\$59,698.00	71%	101	-4
SPSCC	73	31	104	\$533,000.00	\$23,823.00	\$556,823.00	\$556,823.00	\$ -	0%	98	\$502,250.00	\$54,573.00	70%	71	2
Spokane District	263	105	368	\$1,886,000.00	\$47,646.00	\$1,933,646.00	\$1,749,146.00	\$184,500.00	11%	210	\$1,076,250.00	\$857,396.00	71%	222	41
Tacoma	188	138	326	\$1,670,750.00	\$23,823.00	\$1,694,573.00	\$1,566,448.00	\$128,125.00	8%	251	\$1,286,245.51	\$408,327.49	58%	191	-3
Walla Walla	244	79	323	\$1,655,375.00	\$23,823.00	\$1,679,198.00	\$1,715,073.00	-\$35,875.00	-2%	326	\$1,670,459.44	\$8,738.56	76%	254	-10
Wenatchee Valley	48	22	70	\$358,750.00	\$23,823.00	\$382,573.00	\$674,698.00	-\$292,125.00	-43%	65	\$330,903.58	\$51,669.42	69%	106	-58
Whatcom	36	25	61	\$312,625.00	\$23,823.00	\$336,448.00	\$341,573.00	-\$5,125.00	-2%	48	\$246,397.76	\$90,050.24	59%	35	1
Yakima Valley	105	40	145	\$743,125.00	\$23,823.00	\$766,948.00	\$700,323.00	\$66,625.00	10%	140	\$715,144.12	\$51,803.88	72%	76	29
<b>TOTAL</b>	<b>4,690</b>	<b>2492</b>	<b>7,182</b>	<b>\$36,807,750.00</b>	<b>\$809,982.00</b>	<b>\$37,617,732.00</b>	<b>\$37,586,982.00</b>								

This scenario establishes the base at 75% of 5YR average enrollments/performance

Formula for fluid FTE stays the same: 60% 2YR enrollments/40% UI

Base/variable split is in line with the current one (66%/34%)

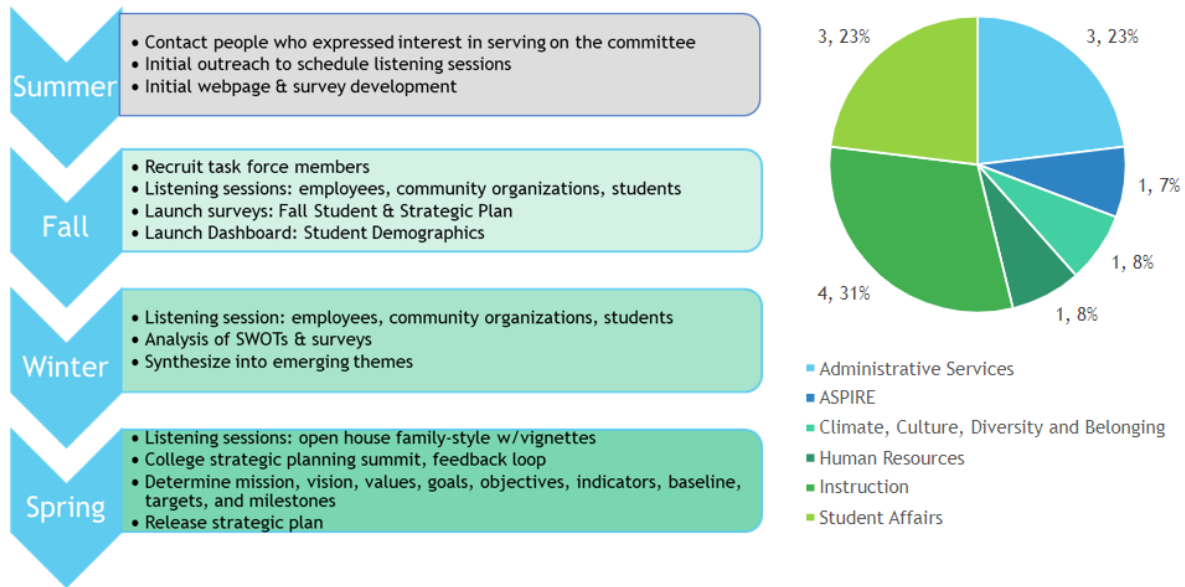
% Base Range: 56%-76%

**These numbers are for demonstration only and are not FY25 awards to colleges.**

UI numbers used for this demonstration are 22/23; actual award numbers would be based on 23/24 UI (available from ESD in January, 2024)



# Strategic Plan Update



- Summer
  - Contact people who expressed interest in serving on the committee
  - Initial outreach to schedule listening sessions
  - Initial webpage & survey development
- Fall
  - Recruit task force members—The graph to the right shows the distribution of the 13 employees with
    - four from Instruction
    - 3 from each Administrative Services and Student Affairs,
    - And 1 apiece from Climate, Culture, Diversity, and Belonging; Human Resources, and ASPIRE
  - Listening sessions:
    - **Employee:** The Strategic Plan Listening Sessions for employees are 75% completed.
      - Administrative Services
      - PIO
      - Human Resources
      - WVC Foundation
      - Student Affairs
      - and three in Omak
      - Additionally, 2 leadership team sessions have taken place with the Student Affairs Leadership Team—We will be using their data to inform the Student Affairs workplan.

- **Community Sessions:** Response from the community has been enthusiastic with contributions from 9 different organizations
      1. Carelon
      2. Chelan School District
      3. Chelan Rotary
      4. Economic Alliance
      5. Mason School District
      6. Okanogan County Community Action Council
      7. WorkSource Okanogan
      8. WVC Foundation
      9. WVC Omak Foundation
    - **Students:** the first student listening session was held in Nespelem yesterday
  - Launch surveys: both the Fall Student & Strategic Plan surveys have been launched through CANVAS
  - Launch Dashboard: Student Demographics
- Winter
  - Listening session:
    - **Employee:**
      - Instruction
      - Diversity, Equity, Inclusion and Belonging committees
    - **Community and Student Sessions:** will continue
  - Analysis of SWOTs & surveys: the TASK FORCE will be working on analyzing the data from the SWOTs & surveys
  - Synthesizing the data into emerging themes
- Spring
  - Listening sessions: open house family-style w/vignettes
  - College strategic planning summit, feedback loop
  - Determine mission, vision, values, goals, objectives, indicators, baseline, targets
  - Release strategic plan



# Moving Students Forward

Prepared for:  
Wenatchee Valley  
College

*February 2024*



# Our Work Together

## ★ Objective: Stop-outs to Register & Current Student Retention for Spring/Summer Quarters

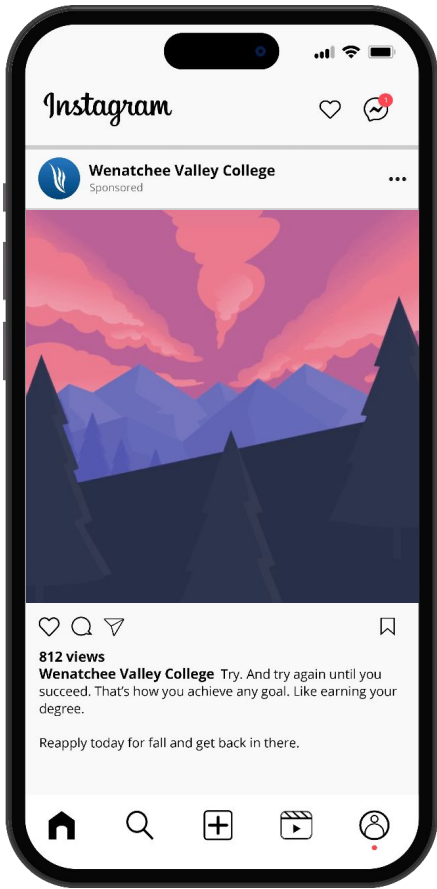
### Motimatic Value Proposition:

- **Pay-Only-For Results.** One-time fee per successful student registered or that reaches census. No ongoing costs. No revenue-share.
- **Fully-Managed Solution.** No software to implement, no training for your staff.
- **Deploy Motimatic's library of proven GuidePosts (Ads)** GuidePosts are designed and iterated to maximize engagement and appear daily in students' social media feeds.
- **Seamlessly personalize students' content experience** with Motimatic's automated systems. Motimatic's technology consistently creates and updates audiences across social media networks to personalize students' content experience.
- **Benefit from Motimatic's application of behavioral science.** From GuidePost production to serving algorithms, Motimatic reengages students using proven proprietary strategies with behavioral science.

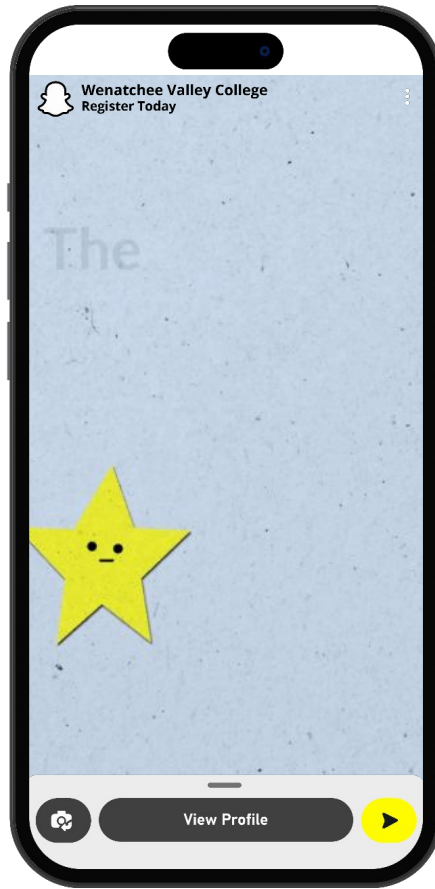


# Included Services

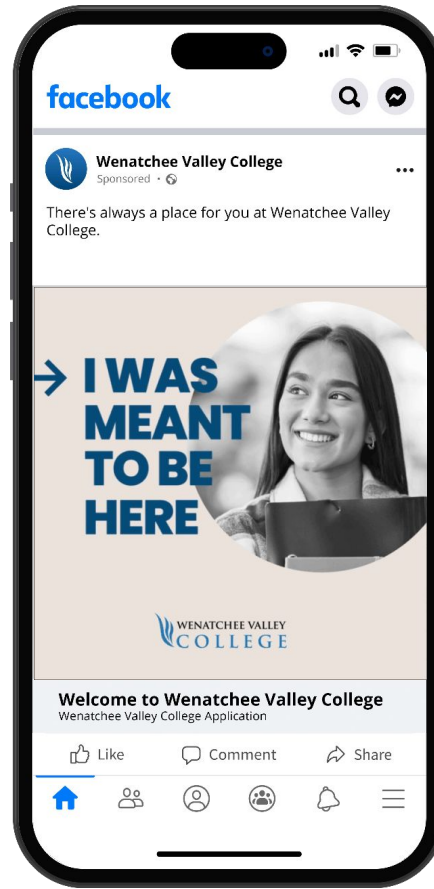
- ✓ All content creation and serving managed entirely by Motimatic
- ✓ Dedicated Engagement Manager to drive impact and outcomes
- ✓ 24/7 access to Motimatic's online Message Manager and Launch Manager
- ✓ GuidePost content alignment to WVC's student population, resources and nomenclature
- ✓ Deployment on networks: Facebook, Instagram, Pinterest, Twitter, YouTube, Snapchat, and the Google Ad Network



**Motivation Principle:** Self-Efficacy/Social Cognition  
**Strategy:** Commitment



**Motivation Principle:** Self-Determination (Agency)  
**Strategy:** Reminders



**Motivation Principle:** Belongingness  
**Strategy:** Sense of Purpose

# Pricing Proposal



<b>Target Audience</b>	Stop-outs to register Spring/Summer <b>Pay-only-for-results</b>	Current learner support + register Spring/Su <b>Monthly Subscription</b>
<b>Objective</b>	Drive learners to <b>re-engage</b> and <b>register</b> for Spring/Summer	Remind all students about the <b>resources</b> & <b>relationships</b> WVC offers + drive them to <b>register</b> for Spring/Summer
<b>Total in Target Audience</b>	No less than 1,500 learners in group	No more than 3,000 learners in group
<b>Price per Conversion</b>	\$250 per registered student	Monthly investment \$5,000/3 months
<b>Total investment \$15,000 + pay-for-results</b>		



**Thank you.**

**Haley Johnson**

Regional Vice President, Education Solutions  
haley@motimatic.com

[motimatic.com](https://www.motimatic.com)





# Case Study: College of the Siskiyous

# Engagement Goals for College of the Siskiyous

**Goal:** Increase enrollment for stopped out students for Fall

**Audience:** Stop Outs  
Fall 2015 to Winter 2023

**Actions:** Re-apply and register for classes



**Objective:** Re-engage previously enrolled students who stopped out

**Objective:** Move the needle on overall enrollment at the College of the Siskiyous

**Channels:** Facebook, Snapchat, Instagram, Youtube, Pinterest

# Fall '23 Engagement Overview

	Students Served	Days Live	GuidePosts™ Created	Students Registered
<b>Stopped Out Students</b> (Fall 2015 - Winter 2023)	1,328	47 (Jul 26 - Sept 11)	187	16

# Insights & Considerations



## 115 Credit Hours

Total number of hours registered by students

## 7.2 Credit Hours

Average number of hours registered by students

## 2.2x ROI

A baseline understanding of the return on your investment

Hello everyone. Happy Tuesday!

First off, I want to thank each one of you for participating in our Scrubs Camp. I could not have asked for the day to have gone any better. Most of the things Nancy and I recognize we can improve upon (see below) were minor and overall didn't impact the students' enjoyment of the camp. The day's success was no doubt entirely due to the love and dedication you bring for your craft, which was conveyed to the students. A huge thanks to the Lifeline Crew (Megan, Sean, Kyle, Jerah) for the opening presentation and showing off the ambulance. (We will get you guys your own track next time!) And lastly, a special thanks to the teachers and counselors who helped make this possible. Your dedication to your students is genuinely heartwarming.

To help us improve, I have prepared a post-survey to collect feedback for future events. If you could please take 5 minutes to fill it out, it would greatly help us! Please note you can take the survey anonymously if you prefer. <https://forms.office.com/r/4kXqfmfaPC>

We were able to collect pre and post survey data from our students. Here are some numbers:

- We had 84 registrants, and when it was all said and done and had a final attendance of (drumroll please...) **76!** You can't ask for much better turnout.
- 54 students turned in their pre and post surveys. Students were asked to rank 1-4 (1-5 for one question) their knowledge about/interest in healthcare careers, with 1 being very little and 4 (5) being a lot. Some results:
  - How much did you know about health career choices? Pre-survey was a 2.5/4, post-survey was 3.5/4
  - How likely are you to go into a healthcare career? Pre-survey was a 4.2/5, post-survey was 4.5/5
  - How much do you know about college options for healthcare careers? Pre-survey was a 2.3/4, post-survey was 3.2/4
  - Do you have an interest in a health profession career? Pre-survey was a 3.3/4, post-survey was 3.6/4
  - How did Scrubs Camp contribute to your interest in health careers? Post-survey was 3.8/4.
- All the students who did the surveys reported at least one area of interest. Some, however, put multiple, with one student even listing 5 careers in which they are interested!
  - Students indicated interest in a total of 24 healthcare careers, with (surprise, surprise) nursing taking first place followed closely by radiologic technologist.

My takeaway from this is the students who attended were already interested in healthcare careers but were lacking in knowledge how to get to that destination. Hosting the camp as a field trip for the students on a Friday was a great idea that allowed as many students as

possible to attend, shoutout to Evon LaGrou from Omak and Tami McBride from the NCESD. It will be exciting seeing how many of these 76 students become future healthcare heroes!

Some of Nancy and my takeaways:

- Give students a chance to pick their friends in their groups.
- Have students pick exact tracks rather than indicate interest. (Or offer all the session options and ranked choice.)
- Rad tech needs to be full day and its own track.
- EMT needs to have their own session and their own track.
- A number of students indicated interest in behavioral health. Perhaps we could work with a social worker or counselor to demonstrate play, music, etc. alternate therapies.
- Rather than a presentation, the opening keynote could be more like a game? Perhaps an Olympic ceremony style opening? Opening remarks would only be from the “hosting” organization + CWAHEC (15-20 minutes only) and students go straight into sessions.
- Hand out college swag at the beginning with the folders.
- Community organizations needed more time to meet with the students. Perhaps slightly longer lunch?
- Students needed more instruction how to use the folders. Include in opening remarks, pull out schedule, put on name tag, etc. More instruction on how the camp will work.

And lastly, as promised, here is the folder with all the pictures. Shoutout to Dr. Freese for the photobooth idea! The students seemed to really enjoy it. (I would have been able to go home an hour earlier if I didn't have to wait for the students who were clamoring to print their pictures!)

[https://drive.google.com/drive/folders/15ieQ0Amqsx9KS0IX4NBTt\\_8Iz3wuyPXV?usp=sharing](https://drive.google.com/drive/folders/15ieQ0Amqsx9KS0IX4NBTt_8Iz3wuyPXV?usp=sharing)

For the counselors, can you please send this link out to your students? I do have emails from many of them on the registration forms, however I think it would be best coming from you.

Regards,  
Jordan Johnson  
Central Washington AHEC Coordinator  
Wenatchee Valley College  
Pronouns: He/him/his

# All District Dialogue



# Welcome

- Due to community interest, cabinet agreed to hold an all-district Q&A session. This is a “no agenda” meeting and an opportunity for the cabinet to respond to questions that were received from the campus community.
- To avoid repetitiveness questions were grouped by theme.
- Please hold follow up questions until the end of the presentation. Time has been allotted to answer follow up questions.
- Thank you for being here and the questions.





# HIRING

- Are we currently in a hiring freeze?
- **No.** However, there are concerns associated with our budget for a variety of reasons (reserves, permanent base funds vs. soft funds, Grand Challenges, performance base and closing the equity gaps, Allocation modeling, etc.).
  - Also, the colors of our money (3-Yr FTE student averages vs. Earmarks and soft funds) and the responsibilities and uncertainties along with it, which we are discussing, working through, and will be a broader conversation in the near future.





# STUDENT AFFAIRS

1. Given the current transition, could you please provide insights into the support available for the Enrollment Services team?
2. What is the backup plan in place to ensure smooth operations during this period of transition?
3. What is being done to address the year-long backlog in transcript evaluation?

- *Re-Org across Student Affairs – 2 roles*
- *Moving Quickly: posting next week*
- *Hiring short term to process backlog*



# BUDGET

- When are you going to approve the budget expenditure to upgrade the campus cameras and software?



# CAMPUS HOURS

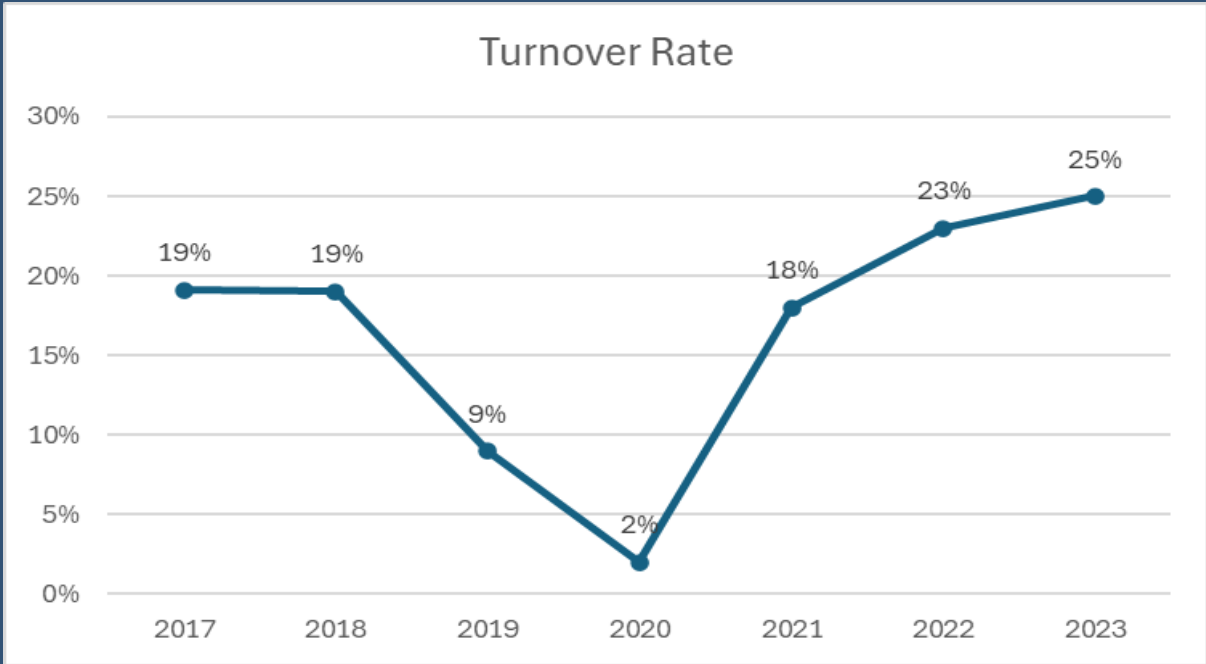
- What time does the college close Monday thru Friday, I work in Wenatchi Hall and students ask me and I say "I don't know"?
  - **Monday - Friday 6:00am to 10:00pm** (no card required for access during these hours)
  - **Saturday - Sunday 6:00am to 10:00pm** by card access.



# TURNOVER

We are experiencing a significant turnover rate among our staff, which could potentially impact the overall stability and effectiveness of our institution. I am eager to understand the steps being implemented by the administration to mitigate this issue and ensure the retention of valuable talent within our college community.

- What measures are being taken to address the notably high rate of employee turnover within our college?





## TURNOVER Cont.

- With all the recent turnover, what strategies is the college currently undertaking to ensure we keep the individuals currently employed?
- What efforts are being made to support employee retention, especially women and people of color?
- What weaknesses have been identified as contributing to such an unusually high turnover? How are those weaknesses being addressed?



## EMPLOYEE SUPPORT

- What is being done to address the stress and anxiety that comes from seeing so many people leave the college?
- What is being done to retain good employees? What types of check-ins, support, and incentives are being offered?
- What can be done to care for employees, so that employees can take care of students?
  - *Employee Assistance Program - 1-877-313-4455*
  - *WVC Rec Center, Golds Gym, WRAC and the YMCA offer payroll deductions for dues*
  - *WVC Counseling department*



# EMPLOYEE SUPPORT

- Given the staffing concerns in Omak, how is the cabinet stepping in to support staff shortages to avoid burnout?
  - Cabinet has not directly participated in temporary backfill efforts related to vacancies, but has worked to provide temporary supports (kudos to Jennifer Short, Jocelyn Vincent-Ramsey, Kim Charleton).
  - Support increase in full time faculty/programs at Omak [AIIS (2018), BAS-T (2019), Nursing (Sim), English (2019)]. Partial restoration of historical positions (Conc Enrollment, Custodial, IT, Program Ass't Student Engagement)]
  - Ethical proportionality related to staff decisions in 2019 to today and beyond (*i.e.* Omak Dean)

FTEs	2016-17	2021-22	2022-23	2023-24
Wenatchee	2890	987	1540	1625
Omak	357	91	118	187

Data Sources

1. WVC Year Seven Self Study, Spring, 2019
2. ASPIRE Student Demographic Dashboards, 2024





## NEW EMPLOYEES

- Whose responsibility is it to onboard and orient new employees to WVC?
  - *HR provides an individual new hire orientation for each benefit eligible employee.*
  - *Onboarding is the process of incorporating a new employee into a company and familiarizing them with the culture and policies so they can become an effective and contributing member of the team.*
  - *Instruction onboarding includes both Dean/Director individualized support, formal faculty mentoring, and FACE' New Faculty Orientation Canvas shell.*



## NEW EMPLOYEES

- What supports does WVC offer to new employees hired into 'new to the college' positions? Thinking of the first faculty member in a new Academic Program or an Exempt employee into a new Student Services role, like retention and/or outreach. What is the mentoring process or other onboarding procedure?
- How do you see new employee orientation contributing to staff retention and sense of belonging?
- What specific measures, if any are being taken to support and retain new employees?



## DIVERSITY

- What efforts are being made to support the diversification of faculty? More than 1 in 4 new tenure track faculty since AY20 have addressed this critical need (N=27).

Percentage	AY22	AY23
Faculty	93	96
Female	56%	56%
Asian	3%	4%
Historically Underserved	4%	5%
White	46%	46%
Male	44%	44%
Historically Underserved	8%	7%
White	33%	35%

A faculty reflective of our student body would be >60% female and >50% historically underserved.

Turnover

Recruitment

Position Description

Committee Composition

Interview Questions

Intention around

PreTenure support



## MORALE

- What efforts are being made to address the communication and morale problems that were identified in the PACE surveys?

Efforts are being made to address the communication and morale issues identified in the PACE surveys by evaluating communication channels and processes within Wenatchee Valley College (WVC) through strengthening the shared governance structure. This involves fostering greater participation and engagement among all stakeholders in decision-making processes, establishing clear channels for communication, such as regular meetings, forums, and committees, and ensuring effective dissemination of information to all stakeholders.



## MORALE

- Is leadership aware of the low morale due to all the changes, staff vacancies, and increased workloads, – and how will they increase moral in our staff?
- What is being done to improve morale and working conditions for those who are dealing with the attrition, leading to higher workloads and increased apathy?
- How is the college addressing personnel issues early before the employee starts looking for positions outside the college?



## EXIT INTERVIEW

- In lieu of so many employees that have recently left WVC after only being employed for a short time, I would like to know if there is an exit interview process to help gather more information from those employees. Information specifically regarding the reason that lead them to leave, as well as giving them the opportunity to provide feedback regarding their experience while working at WVC.



## SALARIES

What is being done to review staff salaries to stay competitive with cost of living?

- *General Wage Increase: 2023 – 2024 Classified and Exempt received 4% and Faculty received 8.92%*
- *General Wage Increase: 2024- 2025 Classified and Exempt will receive 3% and Faculty will receive 5.87%*



## FERPA

- Who is responsible for the college being in compliance with FERPA? What is the plan for ensuring this is happening?







## REBRAND

- Why is the institution going through a rebrand?
- How much has been budgeted for this process?



# STUDENT STORE

- What is the vision for the bookstore space?



## BOARD OF TRUSTEES

- Does the Board of Trustees solicit feedback from staff, faculty, and students on the performance of the executive leadership team? How are they held accountable to the board of trustees?
- Does the Board of Trustees know the heart of what our employees are going through right now? If not, would there be a safe space for them to hear from us?



# STRATEGIC PLAN

When is the strategic plan coming out?

# FOLLOW-UP QUESTIONS?



[www.wvc.edu](http://www.wvc.edu)





## A SNAPSHOT VIEW FROM THE PRESIDENCY – DID YOU KNOW?

The 30,000-foot view. I am committed to ensuring that rural colleges and WVC have representation at the SBCTC Presidential level, in Olympia, and in Washington, D.C.

- Did you know that I had a **candid conversation with Alejandra Y. Castillo, Assistant Secretary of Commerce for Economic Development in Washington D.C.** in front of our peer colleges (1,800 conference attendees) around the country last month? It was a call-to-action conversation specifically associated with Wenatchee and the North Central Washington region. From the eyes and mouth of Secretary Castillo, our region can do better from an equity lens.
- Did you know that **several of our running start students (Cashmere, Eastmont, and Wenatchee) and I testified on behalf of all colleges SB 5670 "Walking Start to Running Start" bill before the House Education Committee** on February 15, that also passed then I was in Olympia at our monthly Presidents meeting a couple weeks ago?
- Did you know that I have met with **all of our legislative representatives for our district at least once during one-on-one conversations in Olympia** specifically related to the SBCTC and our region needs and priorities during this legislative season.?
- Did you know that most of our Board of Trustees and I met with Congressman Dan Newhouse in Washington D.C.
- Did you know that I learned while in Olympia that **Wenatchee Valley College will receive \$467,000** for the 2024-25 academic year to address our previous Title IX complaint related to our softball facilities.
- Did you know that we are in the early conversation of **possibly hosting all of the community colleges, and our legislative representatives here on our campuses?**
- Did you know that our Board of Trustees and I would like for us **to identify one or more students to go to Olympia, and or Washington D.C. with us during legislative session in the future.**



# Next Steps

- All-District Meeting on April 5, 2024
- Send additional questions to [feedback@wvc.edu](mailto:feedback@wvc.edu)
- Quarterly Q&A meetings
- Brewing Success Together