



SELF STUDY REPORT 2001

**Prepared for
the Commission on Colleges
of the Northwest Association of Schools and Colleges**

Yakima Valley Community College

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INTRODUCTION

Yakima Valley Community College (YVCC) is a publicly supported community college with campuses in Yakima and Grandview and learning centers in Sunnyside, Toppenish, Wapato, and Ellensburg. YVCC is part of the Washington State community and technical college system and has been accredited by the Commission on Colleges of the Northwest Association of Schools and Colleges since 1948.

Founded as a private two-year higher education institution in 1928, YVCC later became part of the operations of the Yakima School District and finally a state community college when the Washington State Legislature passed the Community College Act of 1967. Yakima Valley Community College offers a comprehensive curriculum for transfer to four-year colleges and universities, professional and technical programs for entry into employment, developmental and basic skills instruction, customized training for business and industry, as well as a variety of personal enrichment programs for the community.

The total YVCC service area covers more than 8,500 square miles, including the entirety of Yakima and Kittitas counties and portions of Klickitat County. Yakima County, the second largest county in Washington State with roughly 6.5 percent of the state land base, is a major supplier of the nation's fruit, grains, row crops, hops, grapes, and berries.

The population of south central Washington may be accurately described as impoverished and undereducated. The unemployment rate of Yakima County for November 2000 was 11.2 percent compared to Washington's 4.9 percent and the national rate of 3.8 percent during the same reporting period. Data from the Northwest Economic Indicators Project show that the per capita dollar income of Yakima County residents in 1998 was \$20,718, only 76 percent of the national average. In addition, U.S. Census Bureau data indicate that 18.3 percent of the county's residents and over 26 percent of its children live in poverty. Census data also reveal that the average level of educational attainment in Yakima County is less than Grade 8, while that for the state as a whole exceeds Grade 12.

Another characteristic of the region is a growing Hispanic population, which increased from 30 percent in 1996 to 36 percent in 1998, representing over 75,000 individuals in Yakima County. Hispanic student enrollments in Yakima County public schools range from 49 percent to nearly 80 percent.

The Yakima campus operates on 30 acres at the corner of Nob Hill Boulevard and South 16th Avenue. The campus is urban in nature, and although it is adjacent to City of Yakima parks, businesses and residences occupy most of the surrounding space.

The Grandview campus sits on nine acres at 500 Main Street in Grandview, Washington, located 45 miles southeast of Yakima. The Grandview campus provides comprehensive educational services to students within the southern part of YVCC's service district. An original building of approximately 20,000 square feet was expanded once in 1994 to 28,500 square feet and again in 2001 to nearly 35,000 square feet through a partnership with the City of Grandview.

YVCC employs 111 full-time instructors, over 150 part-time instructors, over 200 support staff members, and 35 administrators and exempt staff members in support of over 6,000 students attending annually.

The past decade was marked by several significant changes, chief among them the transition from an aging, experienced faculty with professional skills and points of view developed over several decades of service to a younger faculty group with a different set of experiences, expectations, and concerns. This difference may be recognized particularly in attitudes toward issues such as the rapid development and use of technology and in perceptions about the value of faculty travel and professional development. In addition, the past decade signified a roller coaster of changes regarding students who enroll in college programs, the way revenue is generated to form the annual operating budget, the explosion of technology, views of the curriculum and related assessment and institutional improvement efforts, and the population demographics of the communities being served.

For Yakima Valley Community College, the past five years in particular have been devoted to listening, studying, planning, and taking action in response to these changes. The administration has been stable with regard to the positions of the president and the two vice presidents, but there were several transitions in dean-level positions as individuals sought career advancement opportunities elsewhere, retired, or were involved in reorganization efforts answering the changing needs of the district.

Strengths

Yakima Valley Community College has developed a clear understanding of its strengths and challenges through the self-study process. The process has further helped to create ongoing planning, assessment, and decision-making procedures that will have an ongoing, beneficial effect on college operations. Many broad strengths are revealed in the self-study, which we believe are important to our past and future success. These include:

- A willingness to be innovative and flexible. With change occurring at exponential rates, all members of the college have had to deal with many changes. College employees have studied student and community needs and successfully deployed actions in response to those changes on a daily basis.
- Faculty are extraordinarily committed to students, have dedicated themselves to developing curricula that outline the skills and abilities to be developed in coursework, are well-prepared in their disciplines, and have demonstrated a willingness to embrace change.

- Collaborations have characterized many successes in the past several years. Partnerships with other higher education institutions and public schools have included course and degree articulation, interactive television facilities collaboration, and the joint development of the Yakima Valley Higher Education Center with Central Washington University and Washington State University. With the latter project, local and state government leaders, service clubs, and the general population of the entire Yakima Valley community were brought together in support of greater opportunities in higher education.
- YVCC has deployed technology that dramatically increases student access to college instruction and services and makes college operations more efficient. Based on a comparison of YVCC with other Washington community colleges, YVCC is viewed as a leader in many forms of technology use.
- The college's physical facilities have been developed creatively and successfully in the context of a constantly updated master plan. While little improvement in facilities was made between the 1960s and mid-1990s, the college is now poised to substantially improve a great many facility shortcomings by purchasing surrounding land to provide for future growth, acquiring business properties that disrupt the integrity of the Yakima campus, improving aging instructional and student services spaces, enlarging the Grandview campus, and developing more parking on both campuses. Greatest of the successes in facilities improvement and growth is the development of the Yakima Valley Higher Education Center. The Washington Legislature approved the 68,000 square-foot project last spring after an overwhelming show of community support. The project has ignited the imagination and support of the community in ways that have elevated the role of Yakima Valley Community College.
- YVCC has implemented substantial budget reductions to bring expenditures in line with reduced state-supported enrollments and state budget allocations. These reductions were applied with little disruption to teaching and learning opportunities for students.

Challenges

- A burgeoning array of programs and funding sources along with a concurrent loss of state revenue has made it more difficult to staff the administrative functions of all areas at comfortable levels.
- State revenue for basic college operations often seems meager. The State Board for Community and Technical College's budget allocation and enrollment policies have had a distinctively negative effect on YVCC in the past several years. In addition, operating revenue sources have multiplied and become more sensitive to local variability, making it more difficult to plan for the future.
- All sections of the college report that data to support college assessment processes and decision-making is very difficult to obtain, often confusing regarding its sources and reliability, and always time consuming to collect. Since YVCC is linked with other

community colleges through a common administrative computing and data system, the problem with data collection has been difficult to address.

- A troubled agricultural industry and the community's desire to diversify its economy have placed expectations on the college to train the workforce and help entice new businesses to the area.

Responses to the 1991 Commission Recommendations

The last full-scale accreditation visit took place in October 1991. The visit was led by President Ron Daniels of Blue Mountain Community College in Oregon and included an 11-member team that made nine general recommendations.

Three significant themes emerge from the 1991 full-scale evaluation and subsequent interim reports and visits of the past decade: (1) the need for a comprehensive program of assessment that involves the entire college and creates the basis for informed change, (2) a routine system of faculty evaluation that includes appropriate multiple indices, occurs at least every three years, and is placed in the employee's personnel file, and (3) the need for constant evaluation of the administrative structure's effectiveness due to the number of changes in personnel and organization over time.

Listed below are the general recommendations made in 1991 and a summary of responses from subsequent progress reports:

1. *Yakima Valley Community College has spent considerable time discussing and developing data and demographics related to assessing student outcomes. The college now needs to review follow-up data to ensure availability and reliability of data necessary to move to the next step, which is linking student outcomes assessment data to curriculum improvement, future planning, and institutional accountability.*

YVCC has chosen a difficult but meaningful path in developing its institutional assessment plan, the centerpiece of which is an abilities-based curriculum. While other institutions may accept more indirect measures of student learning, YVCC has adopted eight student abilities, operationally defined them, and begun the significant task of placing them in course outlines and specifying how they will be practiced by students and assessed by individual instructors.

In addition, we have initiated an institution-wide annual process of goal setting, assessment, analysis, and improvement. Aligning goals throughout the institution is now the norm.

2. *Develop a procedure for ensuring that the needs outlined in the "Blueprint for the 21st Century," which have been identified as "the response required of the college to carry out its mission," are met.*

The “Blueprint” was used as the centerpiece of strategic planning for nearly a decade. Subsequent strategic planning has since occurred several times to keep pace with the rapid change in the college’s service district.

3. *Address procedures to correct deficiencies noted in meeting Standard IV, Library and Learning Resources (i.e., adequate funding, faculty and student use, service to satellite areas, and weeding and developing the current collection).*

As noted in interim reports, library personnel, resources, and facilities have been given substantial attention in the past ten years. Although college resources have been small, the library meets the learning needs of our students and instructors.

4. *Within the limits imposed by legislated enrollment caps, current institutional resource allocations have not met the need for instruction at the developmental level. Given YVCC’s commitment to “provide access...and opportunity,” the college should carefully consider reallocating resources to increase developmental-level services.*

Since the time this general recommendation was given, developmental instruction has been placed administratively within the Mathematics and English departments. One result is an increased sense of responsibility for the successful integration of developmental and college-level instruction, as evidenced by faculty studies of student progression and changes in placement recommendations. Sufficient resources are now provided to ensure student access to developmental courses.

5. *Establish a Financial Aid Advisory Committee to provide necessary guidance regarding important institution-wide required policies, such as a federal Drug-Free Schools and Communities Act Amendments of 1989 and financial aid eligibility requirements.*

A Financial Aid Advisory Committee has been active for many years.

6. *Report to the Commission on Colleges on the effects of the administrative reorganization. The report should list the goals of the reorganization and the extent to which they have been met.*

The administrative organization of the college has been a work-in-progress for most of the past decade. Adjustments to the organization have been appropriate, responsive to the enormous changes in the district, and important in the evolution of the college’s priorities.

7. *Put in place a program for systematic performance evaluation of YVCC’s tenured faculty, to be carried out at least each three years, with evaluation components from students, the faculty, and administrators, the report to become a part of a faculty member’s personnel file with rigorous attention to due process requirements to be followed throughout the process.*

Yakima Valley Community College has established a faculty evaluation system that incorporates all of the necessary components. It has been faithfully carried out in most divisions of the college, though the Arts and Science Division reports that turnover in the dean's position has left some possible gaps in the three-year cycle of evaluations.

8. *The College should establish and implement a plan for eliminating programs and strengthening those that remain through increased focus and resources. Such a plan will be necessary if financial constraints continue.*

Program review has been negotiated with the Yakima Valley College Federation of Teachers since 1991. Procedures in the YVCFT Agreement have been used on several occasions and appear to have worked well "to eliminate programs and strengthen those that remain."

9. *A thorough analysis of the technology programs should be undertaken to address the issue of declining enrollment.*

Technology programs have been thoroughly revamped since 1991. While some programs were eliminated or placed on inactive status, others have made major curricular changes. New programs, which were not envisioned in 1991, also have been developed.

Since 1991, the college has continued to improve matters brought forward in subsequent interim reports, winnowing these down to assessment issues. Following are the specific recommendations made since 1991, all of which were represented in the original nine general recommendations.

The 1993 focused interim visit indicated that YVCC should:

- a) *Develop a three-year calendar for faculty evaluations.*
- b) *Tie faculty evaluation to professional development.*

The 1996 regular interim report and visit provided the following recommendations:

- a) *YVCC needs to focus on finalizing a coherent program of student outcomes and assessment that is adopted and implemented by the entire college.*
- b) *Since a number of administrative changes have occurred in the past year, continued attention and analysis needs to be done to ensure overall organization effectiveness.*
- c) *YVCC needs to review its certificate and degree requirements for related instruction requirements.*

The college composed another progress report in October 1997. The following recommendation resulted from the focused interim visit in October 1998:

While YVCC has made significant progress, it nevertheless needs to continue its work to bring the entire institution into full compliance with Standard Two and Policy 2.2 (Educational Assessment).

In April 2000, YVCC submitted a progress report addressing the 1998 recommendation. It was accepted by the commission.

Eligibility Requirements

Through the self-study process, Yakima Valley Community College has verified its compliance with the commission's eligibility requirements as follows:

1. Yakima Valley Community College District 16 has the authority granted in RCW 28B.50.140 to offer comprehensive programs of community and technical college education.
2. The YVCC Board of Trustees consists of five members appointed by the Governor and confirmed by the Washington State Senate. No trustees have contractual employment or personal financial interest in the college.
3. Faculty members and students are accorded the intellectual independence expected in higher education and by the Commission on Colleges. Faculty members are free to research and teach within the boundaries set out in the collective bargaining agreement between the district and the Yakima Valley College Federation of Teachers.
4. Dr. Linda Kaminski, the full-time president of Yakima Valley Community College, acts as the chief executive officer and has no other primary responsibility beyond her duties as president.
5. Yakima Valley Community College has a formal institutional statement of philosophy, mission, and goals that demonstrate appropriate higher education purposes.
6. Yakima Valley Community College exclusively devotes its energy and resources to the educational benefit of its students as they pursue goals consistent with the college's mission.
7. Governance bodies and procedures include faculty and staff members, students, administrators, and trustees in the formulation and ratification of institutional policies and procedures, as are appropriate.
8. YVCC offers two-year associate's degrees and certificates of less than two years' duration, which are entitled so they are consistent with generally accepted standards and comprehensible to the broader higher education community as well as the community-at-large.
9. All two-year associate's degrees require a minimum of 90 quarterly based credits, 24 of which must be earned at YVCC.

10. All transfer associate's degree programs require a substantial and coherent component of general education. Professional and technical associate's degree programs and all certificate programs of one year or more require a specified core of related instruction in communication, computation, and human relations. These requirements are clearly outlined in the college catalog.
11. Each educational program clearly states its objectives and the means of achieving them. Requirements are published in the college catalog, in program brochures, on the college Web site, and in schedules of classes.
12. College-level courses taught at Yakima Valley Community College require an appropriate foundation of learning skills, typically taught in a preparatory program in high school. Conceptual foundations of subject matter are addressed, and students are required to do independent work to analyze and manage the abstract as well as the concrete. Students are challenged to make distinctions among ethical, intellectual, social, and at times religious values and to develop the skills to become lifelong learners.
13. Faculty members and students are free to examine and test all knowledge appropriate to their disciplines as judged by the academic community in general.
14. Yakima Valley Community College employs a full-time faculty of 120 members, all of whom hold academic and/or workplace credentials appropriate to the assignment and represent the major disciplines in which coursework is offered.
15. Yakima Valley Community College provides a physical and intellectual environment committed to student/faculty interaction. Many formal and informal opportunities are provided for this discussion and interaction to occur.
16. The college maintains core library and learning resources appropriate to its programs and mission, with access to these resources from all locations in the district facilitated by a Web-based card catalog and circulation system.
17. Yakima Valley Community College provides equal opportunity in education and employment and follows humane and nondiscriminatory policies in dealing with staff members, students, and instructors. These guarantees are found in policies, regulations, and practices.
18. Yakima Valley Community College is an open-door institution. Although it is not necessary to have a high school diploma to attend classes, some courses and programs require specific coursework, ASSET scores, or other processes or prerequisites for students to enroll. An application process is required of all new full-time students. All admission practices adhere to published policies.
19. Yakima Valley Community College publishes a catalog of all courses and requirements at least once every two years. Every attempt is made to assure that the catalog is

accurate. The catalog and other college information are made available to the public, usually at no cost. All official publications are reviewed regularly and meet the various requirements set out by the Commission on Colleges.

20. Yakima Valley Community College is a member of the Washington system of community and technical colleges and is given adequate financial resources to carry out its mission and goals within a balanced budget and a safe level of debt.
21. The Washington State Auditor's Office, an external auditor, reviews college financial records on an annual basis. The audit includes an opinion on the institution's financial statement.
22. Yakima Valley Community College has operated continuously since 1928, offering educational programs of two years or less leading to transfer to four-year colleges and universities, professional and technical degrees for entry level employment, basic skills and English as a second language instruction, as well as a variety of community service programs. Over 6,000 students enroll in YVCC programs each quarter.
23. Yakima Valley Community College accepts the policies and standards of the Commission on Colleges and the Northwest Association of Schools and Colleges and agrees to comply with them.
24. Yakima Valley Community College agrees to disclose to the Commission on Colleges any and all such information as the commission may require to carry out its evaluation and accreditation function.
25. Yakima Valley Community College agrees that the Commission on Colleges may disclose, at its discretion, the nature of any action, positive or negative, regarding the college's status with the commission.

Self-Study Process

The self-study process has been an important college endeavor for over 2½ years. Beginning with the Commission on Colleges' workshops to learn about self-study requirements and processes, which a cadre of YVCC faculty members and administrators attended, the path has been arduous but productive. Following the guidelines for self-study contained in the *Accreditation Handbook*, the process was led by a steering committee headed by Dr. Gary Tollefson, vice president for instruction and student services. A committee was established for each of the nine standards with representatives from the faculty, the classified staff, and the Board of Trustees, with a number of students appointed to each committee. All areas and activities of the college were reviewed with nearly every employee participating in the process. Appendix I-1 shows a listing of Accreditation Steering Committee members, while Appendix I-2 show membership of the nine standard committees.

The most important aspect of the self-study process was the motivation it provided to organize our goals, assessments, and analyses and change initiatives according to planned cycles. All

members of the college community are moving in a clear direction with shared responsibility and involvement.

Appendices

- I-1 Accreditation Self-Study Steering Committee
- I-2 Accreditation Subcommittee List

STANDARD ONE—INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

OVERVIEW

Yakima Valley Community College fulfills its mission in an environment of many economic and cultural challenges. Diminishing state funds, a lack of economic diversity, and high levels of poverty present significant obstacles to the college as it strives to meet the diverse needs of students and the community. The college's success has been the result of extraordinary efforts by a dedicated faculty and staff, commitment by the community, and an ability to seek and successfully compete for limited resources.

As the college looks to the future, it is evident that purposeful planning and clearly defined, measured outcomes are essential to its continued success.

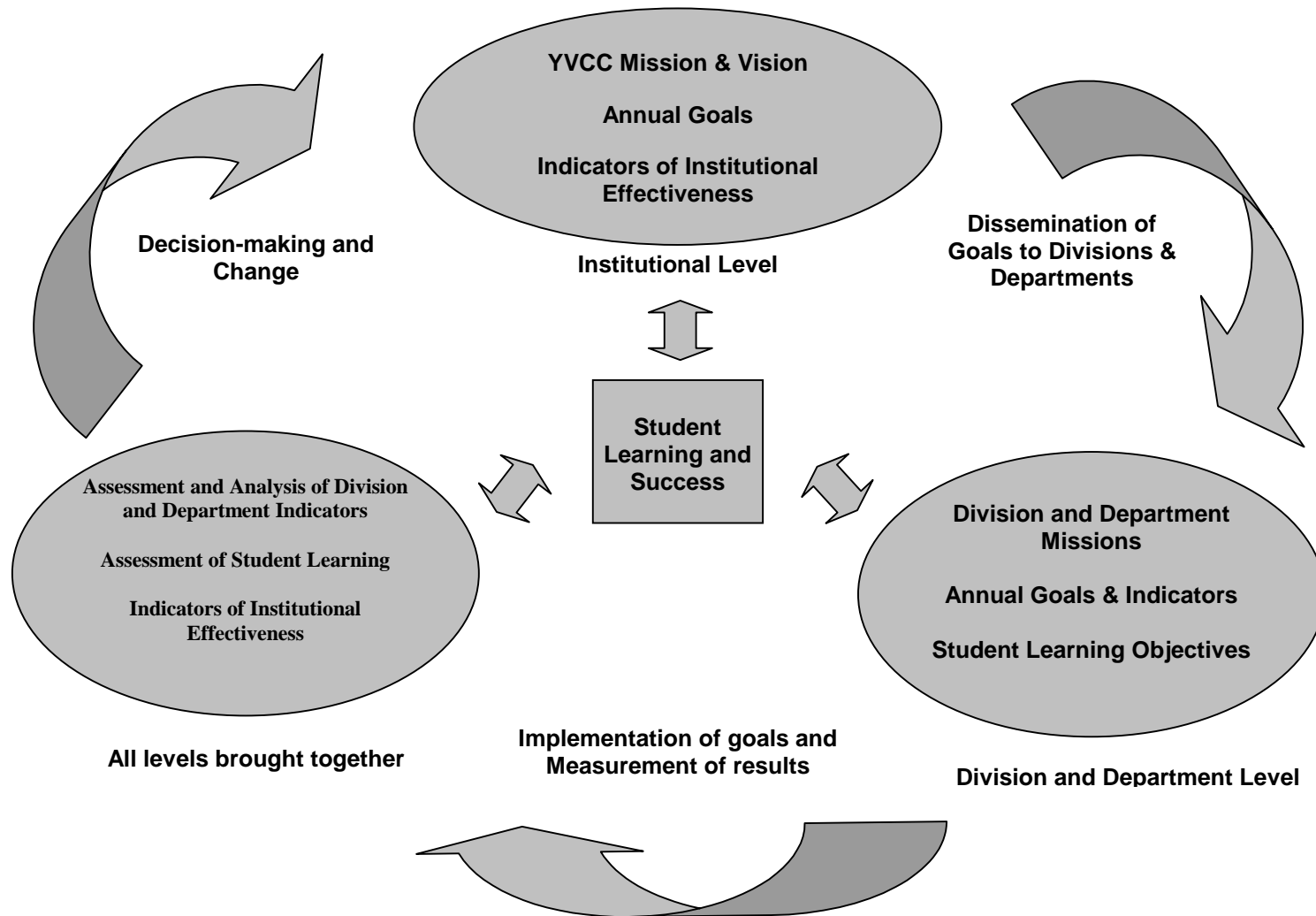
In the summer of 2000, the Management Action Team (Appendix 1.1), along with additional representatives of the faculty and classified unions, revised the college mission; developed a vision statement based upon broad input from students, community members, faculty, and staff; and identified institutional goals. In the fall of 2000, the administrative team met to refine the institution's effectiveness indicators (Appendix 1.2) and make certain that the indicators appropriately reflected the goals. A planning model was then developed, diagrammed, and shared with the Board of Trustees, the staff, and students as a roadmap to informed decision-making and effective planning (see Figure 1.1). The college is committed to continuous improvement through collaboration and college-wide participation in planning processes.

MISSION OF THE COLLEGE

During the summer of 1995, the college's administrative team participated in a two-day retreat to review and revise, if necessary, the college's mission and philosophy and to establish institutional goals. Administrators engaged a facilitator from the state board staff to assist with this process. The results were updated mission, philosophy, and goals statements (Appendix 1.4). In the spring and summer of 2000, a series of fifteen focus groups involving college faculty, staff, students, trustees, and community members were held to develop a vision for the college (Appendix 1.5). Then, in fall 2000, a group of administrators, faculty, and staff met to analyze the input and reach consensus on a vision statement that reflected ideas generated by the focus groups. At that meeting, administrators concluded that, based upon the focus group input, they would also revise the mission and establish institutional goals. The revised college mission was approved by the Board of Trustees in October 2000 (Appendix 1.6).

Figure 1.1

Yakima Valley Community College
COMPREHENSIVE INSTITUTIONAL ASSESSMENT PLAN
Annual cycle of planning, action, assessment, analysis, and change



PLANNING AND EFFECTIVENESS

Policy Governance Training

Some members of the Board of Trustees have participated in two policy governance workshops led by Miriam Mayhew Carver. The first workshop was held at Columbia Basin College in July 1997 and co-sponsored by the four colleges in Central Washington. The most recent governance workshop, held on the Yakima Valley Community College campus, included representatives of the boards of Big Bend Community College and Wenatchee Valley College in addition to YVCC's board. The presidents of Yakima Valley and Big Bend colleges also participated. All board members have received personal copies of John Carver's book on policy governance. Although the board has decided not to convert completely to a policy governance model, they have incorporated aspects of the model.

Long-Range Planning and Evaluation

The college has engaged in long-range planning twice since the last review. In spring 1996, an all-day session was held in the YVCC gymnasium, involving faculty, staff, students, and community members. Mr. Corey Hansen, business development specialist, and Mr. Dan Groves, coordinator of the Partnership for Rural Improvement, served as co-facilitators. Both individuals were invited because of their expertise and experience in facilitating planning sessions. Dr. Larry Petry, superintendent of the Yakima School District, began the session with a presentation entitled, "The Temperature is Rising," which focused on the changing demographics in the community. Discussions on various issues affecting the college followed. Participants, including representatives of the Board of Trustees, administrators, faculty, staff, students, and community members, were placed in small groups and asked to identify the most important goals for the college to work toward over the next five years. The results were summarized by an ad hoc planning committee at a summer retreat and published in a vision brochure, which was distributed to college staff, students, and the community (Appendix 1.7). This "collective vision" formed the foundation for annual goal setting over the next five years.

In the spring of 2000, the college again involved the faculty, staff, students, and community members in long-range planning. Mr. Hansen was unavailable, but Mr. Groves agreed to recommend a course of action that would improve upon what was learned through the previous process. One criticism of the first planning session was that community members from the outer reaches of the district found it difficult to participate. Mr. Groves recommended that the college, instead, conduct multiple focus groups in different regions of the district. He further noted that the full-day format in Yakima deterred some busy community and business leaders.

In winter 2000, the college assessed whether or not it had met the goals developed in 1996 which were published in the "Vision for Our Future" brochure (Appendix 1.8). This analysis was incorporated into the decision-making process through staff and resource allocations and provided a starting point for the 2000 planning activity.

Integrating Mr. Groves' recommendations, the president and the coordinator of community relations, in summer 2000, facilitated 15 focus groups in various regions within the college district for the Board of Trustees, administrators, faculty, staff, and community representatives. A college planning group reviewed the feedback during a day-long retreat, condensing

comments and ideas into six major institutional goals. These goals, in turn, provided the foundation for the goals developed by each division and department of the college.

The institutional vision statements also supplied the impetus for the indicators of institutional effectiveness (Appendix 1.2). In 1998, the Management Action Team (Appendix 1.1) agreed upon a list of benchmarks, which would provide comparison data for assessing improvement over time. Four state legislature-mandated measures also were incorporated into this list (Appendix 1.9). That document was further refined in 1999 by the Management Action Team (Appendix 1.10). In 2001, the newly hired coordinator for research and grants presented data that identified whether the college had met the indicators. Some of the indicators, however, could not be readily measured given the college's resources. In April 2001, the Administrative Council (Appendix 1.3) analyzed the assessment results and developed strategies for improvement (Appendix 1.11). It was agreed that further analysis is required to determine whether these are the most appropriate measures.

Appendices

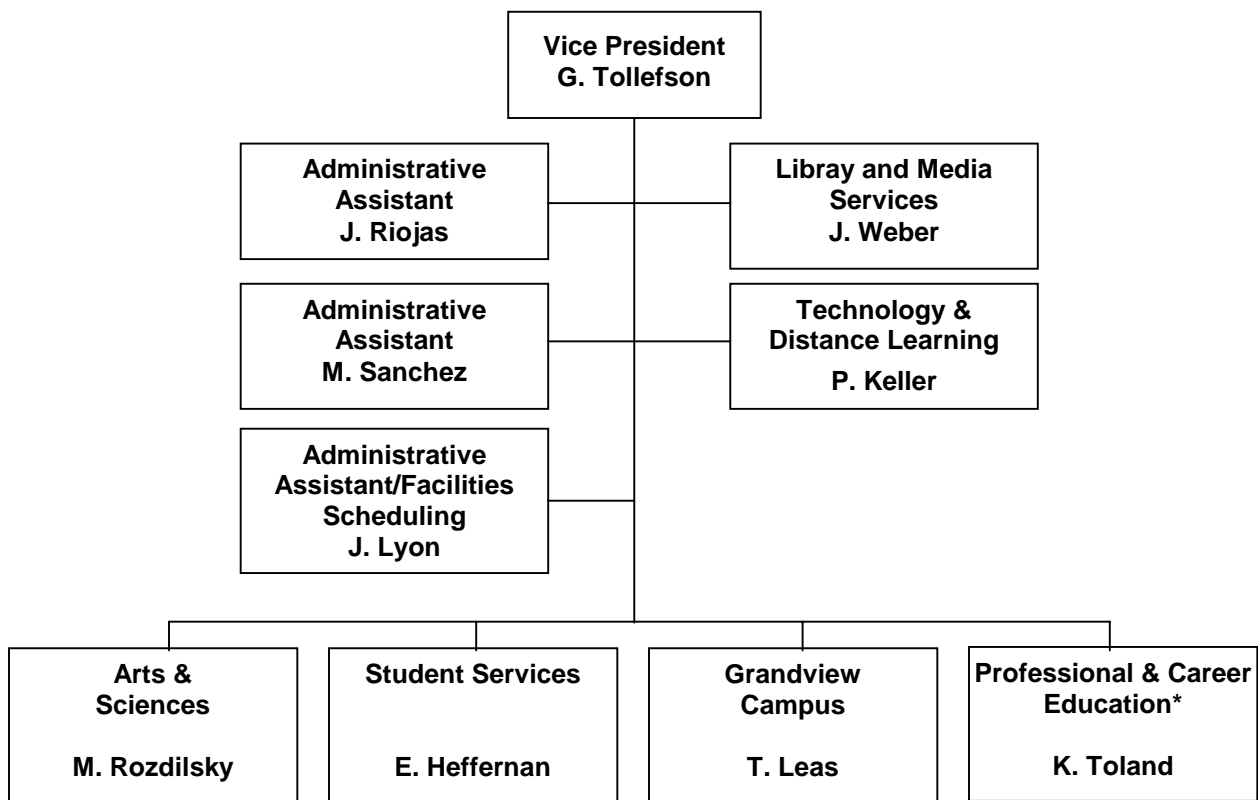
- 1.1 Management Action Team Membership
- 1.2 Effectiveness Indicators—2000
- 1.3 Administrative Council
- 1.4 Mission, Philosophy, and Goals—1995
- 1.5 Vision Process Participants—2000
- 1.6 Mission (revised) and Goals—2000
- 1.7 Vision Brochure
- 1.8 Vision Update
- 1.9 YVCC Indicators of Institutional Effectiveness—1998
- 1.10 YVCC Indicators of Institutional Effectiveness—1999
- 1.11 Effectiveness Indicators—Report of Outcomes—2001

STANDARD TWO—EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

OVERVIEW

Standard Two presents a comprehensive description and analysis of the effectiveness of Yakima Valley Community College’s educational programs. The programs are organized for presentation in the functional units by which they are administered.

INSTRUCTION



**(includes Basic Skills as of 8/1/01)*

*The Basic Skills Division was integrated into the Professional and Career Education Division on August 1, 2001.

Thus, three instructional divisions are presented: the **Arts and Sciences Division** includes traditional disciplines usually provided in associate’s degrees designed for transfer to baccalaureate-level institutions, support courses for technical and occupational programs, and developmental instruction in English, mathematics, and reading for students who need to build academic skills to college level; the **Professional and Career Education (PACE) Division** provides two-year associate’s degrees as well as certificates of less than two years duration leading to basic occupational skills needed for entry-level employment; and the **Basic Skills Division** provides basic instruction leading to the test of General Educational Development

(GED), the High School Completion Certificate, general improvement of academic skills for employment and citizenship, and basic English-as-a-second-language instruction for those whose first language is not English. The **Grandview campus** operates in the context of these three divisions and therefore is covered within the narratives of these divisions. In addition, a brief overview of the Grandview campus as a whole is part of Standard Two. Likewise, the Distance Education Program operates under the auspices of the instructional divisions, though it is covered separately from the division reports within Standard Two.

Update 8-15-01: The Professional and Career Education Division and the Basic Skills Division were consolidated into a single division as of August 1. The dean for the consolidated division is Ms. Kathleen Toland. The consolidation is intended to achieve the following aims:

1. To create a stronger connection between workforce training programs and students with basic skills deficiencies. We believe that the career aspirations of these students will be more readily accomplished with fewer obstacles.
2. To provide a more streamlined administration of programs at a lower cost.
3. To assign existing administrators to positions requiring skills that most closely match appropriate positions.

Mission and Goals

Yakima Valley Community College's mission and goals reflect the needs of our community. The mission indicates, "As a learning-centered institution, YVCC responds to the ever-changing and diverse community we serve. We provide opportunities for our students to acquire knowledge in basic literacy, academic, professional and technical education, and skills for lifelong learning." Our philosophy further states, "We believe that a sound, accessible, and student-centered education empowers individuals and enriches a community."

In keeping with the institutional mission, the college's goals are reviewed and revised on an annual basis, with subsequent goal setting occurring in each division and department in order to align the institution's work. A timetable exists as part of the institutional assessment plan requiring annual review of department and division accomplishments with respect to institutional goals, the college strategic plan, and the institutional mission. Furthermore, each division and department, as part of the assessment plan, reviews its accomplishments, recommends changes and improvements, and develops goals for the ensuing year.

Yakima Valley Community College enrolled 6,263 students in fall quarter 2000, generating over 3,300 full-time equivalent students. Students enrolled for courses at the Yakima campus, Grandview campus, Sunnyside Education Center, Toppenish Education Center, Wapato Community Center, Ellensburg Education Center, and at a variety of other community-based locations and schools, including interactive television sites located at the Goldendale School District offices and Selah High School. Approximately 39 percent of enrollment occurs in arts and sciences at the Yakima Campus, 11 percent in all disciplines at the Grandview Campus, about 10 percent in basic skills and English as a second language in all locations, 34 percent in professional and career education primarily at the Yakima campus, about 5 percent in distance education, and approximately 1 percent in student development at all locations. The programs and courses offered by YVCC are carefully planned and scheduled with significant advice from

advisory committees, the general public, and the college's staff so that programs are accessible and optimal learning opportunities are supported.

General Requirements

Yakima Valley Community College provides sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement at all times and locations offered by the district. Because state-funded enrollments have not met the required levels during the past three years, budgets have been reduced or tightened, some open positions for academic personnel have been filled using non-state funding sources, and organizational changes have reduced administrative personnel and added more administrative responsibilities for certain faculty members.

The YVCC faculty is well prepared to teach in the various programs of the college. Criteria describing these qualifications and the procedures required to hire both full- and part-time faculty are contained in the collective bargaining agreement between the Yakima Valley College Federation of Teachers and the Board of Trustees of Yakima Valley Community College District 16 (referred to as the YVCFT Agreement) as well as Standard Four.

Yakima Valley Community College focuses on the success of students, planning in all respects for their entry into programs, appropriate placement into courses and programs based on an objective assessment of basic academic skills, the appropriate provision of advising, and the application of academic standards and student academic support. The latter occurs through such services as the Writing Center, the Math Center, the Tutoring Center, a student success seminar, and other opportunities. Many of the specific descriptions of these supportive student success efforts are described in detail in Standard Three.

The college offers an expanding variety of courses toward degrees and certificates that use non-standard meeting-time or place requirements to establish college credit. Each discipline or program approving the distance learning option monitors the demonstration of course learning objectives. Distance learning courses offered online follow a 10-week format requiring students to check in regularly with instructors to demonstrate both time and competency progress toward course objectives. Many courses using television/video also require some number of in-person meetings with the instructor to monitor student progress and provide for instructor and student communication. A comprehensive description and analysis of distance delivery of courses is provided after this overview of Standard Two.

YVCC's policies on transfer and acceptance of all academic credit are clearly stated in the college catalog and are based on accepted standards for comparable institutions. Developmental coursework yields credit, though that credit cannot be used toward any transfer degree, as stated in the college catalog. Also, several articulation agreements exist between specific YVCC programs and Perry Technical Institute, Yakima Valley Technical Skills Center (YV Tech), Heritage College, Central Washington University, and Washington State University. These agreements are identified by each of the sponsoring divisions, and appropriate descriptions and conditions are available.

Library and media resources are provided in sufficient quantity and quality to support the college's educational mission. A staff of competent, professional librarians works with students and faculty members, providing instruction and library orientation sessions designed to assist in the full use of the library's learning resources. In addition, a Library Advisory Committee operates in accordance with the YVCFT Agreement to assure that faculty members are fully involved in developing and implementing appropriate learning resource acquisitions and policies.

Curriculum

The college's curricula are developed by appropriate faculty members and administrators and submitted to the Curriculum Committee for review and recommendation to the president, who has final authority as designated by the Board of Trustees. Terms and conditions for Curriculum Committee membership and operation are contained in the YVCFT Agreement.

All new or revised courses or programs must be submitted to the Curriculum Committee using the course impact form (Exhibit 2.1) and clearly delineating title, proposed course number, credit hours with justification of lecture/discussion, laboratory, clinical, or other instructional setting, course or program objectives, the rationale for inclusion on the approved distribution list (if requested), class capacity, lab fee requested, and the college approved "abilities" being practiced and assessed. Programs recommended for elimination from the college's curriculum also must be submitted to the Curriculum Committee, which triggers a set of procedures outlined in the collective bargaining agreement. These procedures require that the administration and the academic personnel of the affected program present the reasons/rebuttal for the proposed program elimination to faculty members who sit on the Curriculum Committee and, in turn, make a recommendation to the president of the college for a final determination. Any program that is eliminated provides for enrolled students to complete their program.

General Education and Related Instruction

All degree and certificate programs at Yakima Valley Community College demonstrate a coherent design with appropriate depth, sequencing of courses, and synthesis of learning. All degrees and certificates are given appropriate titles as designated by the Curriculum Committee, and appropriate objectives are clearly defined and described in the college catalog.

General education for transfer degrees introduces students to the content and methodology of the major areas of knowledge; requires competence in written and oral communication, quantitative reasoning, and critical analysis; and helps students develop the mental skills that will make them more effective learners. In addition, the YVCC general education program includes interdisciplinary learning community options that focus on the interrelationships among fields of study. The transfer degrees (Associate of Arts, Associate of Science, Associate of Arts–Science Option, Associate of Arts–Business Option, and Associate of Arts–Agriculture Option) include basic academic skills and distribution requirements designated by the Washington Intercollege Relations Commission for direct transfer. Students earning YVCC transfer degrees are conferred preferential admission to state four-year colleges and universities, as well as junior standing with recognized completion of lower-division general degree requirements.

Professional and technical degrees and certificates (Associate of Applied Science) include appropriate communication, computation, and human relations coursework as required by the Commission on Colleges.

Credit for prior learning experiences is not granted except as provided by challenge examination, the College Level Examination Program, Tech Prep Agreements, or the Advanced Placement Program, with the policies stated in the college catalog.

Abilities

The Curriculum Committee has devoted a great deal of time over the past 10 years developing and adopting eight abilities that are viewed as central to YVCC's educational mission: analytical reasoning (AR), problem solving (PS), communication (C), historical perspective (HP), research (R), aesthetic literacy (AL), service learning (SL), and cross-cultural/global perspective (C/GP). The Curriculum Committee developed an extensive taxonomy describing these abilities as well as a comprehensive Curriculum Committee handbook (see exhibits in the Resource Room). The abilities are designed to make explicit in the curriculum and to YVCC instructors and students many of the curricular outcomes that have traditionally been viewed as implicit. In order for an ability to be claimed in a course, faculty members must show that it is being addressed in representative assignments and that it is being assessed. Following is a listing of ability descriptions:

Analytical Reasoning (AR)

Analytical Reasoning is the ability to construct a claim and support it with logic and evidence.

1. Recognize multiple perspectives.
2. Recognize and make inferences.
3. Recognize patterns quantitatively.
4. Recognize patterns qualitatively.
5. Conduct analysis of perspectives.
6. Generate new knowledge from assimilated information.
7. Engage in ethical decision making.

Problem Solving (PS)

Problem Solving is the ability to find and execute a solution in order to achieve a goal.

1. Identify elements of the problem.
2. Conduct analysis of the problem.
3. Use discipline-specific language and symbols to obtain a verifiable result.
4. Estimate reasonableness of the result.
5. Apply technologies as appropriate for solving problems.

Communication (C)

Communication requires conveyance or reception of an idea so that it may be accurately processed.

1. Use discipline-specific language and symbols effectively.
2. Paraphrase or summarize what others have expressed.
3. Contribute to discussions clearly and concisely.
4. Present an opinion persuasively.
5. Write, speak, produce graphic or symbolic representations or works of art or perform appropriately for a specific audience, occasion, or purpose.
6. Justify the choices made to convey a message and/or produce a result.

Historical Perspective (HP)

Historical Perspective is the ability to analyze a series of past events or issues as a basis for interpreting contemporary judgments or for constructing a world view.

1. Identify discipline-specific events and accomplishments.
2. Relate and demonstrate the connections between past and present issues.
3. Differentiate between evolutionary and revolutionary changes.
4. Draw conclusions based on past events within appropriate contexts.

Research (R)

Research is the process of conducting field or literature-based inquiry using available technology and producing a result in a discipline-appropriate form.

1. Design research strategies.
2. Evaluate sources in terms of relevancy, accuracy, and bias.
3. Demonstrate discipline-appropriate methods of collecting, verifying and formatting information.
4. Interpret and/or apply the results of the research strategy.

Aesthetic Literacy (AL)

Aesthetic Literacy encompasses the capacity to express, critique, evaluate, produce, and recognize the qualities of beauty found in all areas of knowledge.

1. Identify discipline-specific standards that define aesthetic qualities.
2. Apply aesthetic standards to evaluate the work of others.
3. Draw on aesthetic standards to create a product or project.
4. Apply aesthetic standards to evaluate one's own products.
5. Reflect on personal standards of aesthetic qualities.

Service Learning (SL)

Service Learning integrates community service with academic instruction as it focuses on critical thinking and civic responsibility.

1. Apply academic study to work, personal life, and citizenship.
2. Demonstrate leadership and civic responsibility in meeting community needs.
3. Evaluate the impact of the service learning experience.

Crosscultural/Global Perspective (C/GP)

Crosscultural/Global Perspective is the ability to transcend one's own pattern of learned values and beliefs by recognizing and articulating various cultural perspectives.

1. Identify the influence of one's own cultural and ethnic background on attitudes, values, and biases.
2. Interact with people who are different from one's self.
3. Recognize commonalities as well as differences among people.
4. Demonstrate the interconnectedness of local and global cultural issues.

While not all courses have been revised to include abilities and assessments of abilities, current timelines call for completion of this task within three years. In addition, plans appropriately verifying that students develop the eight abilities and that abilities are assessed within degrees have been approved and currently are being tested.

Educational Program Assessment

In keeping with Standard 2.B and Policy 2.2, YVCC has developed and publishes appropriate learning outcomes in areas of knowledge and designated academic abilities for all of its degree and certificate programs. General descriptions are found in the college catalog and more specific descriptions are found in course outlines, syllabi, and program and department notebooks. While some broad themes of institutional improvement that have been measured by institutional

assessment are cited, each division's report in the body of Standard Two provides divisional examples of assessments along with change precipitated by analysis and appraisal.

Assessment of all college activities and programs is conducted pursuant to the institutional assessment plan, the college's mission, annual institutional goals, and the corresponding assessment plans and goals of each division, program, and activity. Individual program goals and assessments appear in extensive notebooks developed and maintained by each program and available to the evaluation committee in each department office as well as the Resource Room.

As we have indicated in interim reports and visits since 1996, each year has seen significant enhancement of college assessment outcomes and the use of these performance measures to improve the quality of institutional programs and student performance. Following is a significant but partial list of our analysis of the past year's assessment data related to educational program goals for the year:

Assessment Outcomes from 2000-01

An increasing number of students who intend to transfer to a bachelor's degree program are prepared to transfer.

The 1999-2001 Budget Act set a long-term performance goal for the Washington State community college system of preparing 50,000 students for transfer each year. Each college district was asked to set annual performance targets. YVCC had a 32 percent increase in students "prepared to transfer" in fall quarter 2000 compared to the previous fall, exceeding our target.

All professional/vocational programs will meet or exceed state vocational norms for licensure.

In 1999, 100 percent of the graduates in radiologic sciences, dental hygiene, and veterinary technology and 83 percent of graduates in nursing passed the national licensure exam.

Students who intend to earn a professional/vocational degree will successfully attain the required job skills, and the number of completers will increase.

The number of completers increased between 1998-1999 and 1999-2000 by 3 percent.

Abilities-based learning outcomes will appear in 75 percent of course outlines for courses taught in the past three years by fall 2000.

Approximately 40 percent of the course outlines for Arts & Sciences have been submitted on the new format for abilities. This percentage should increase dramatically in the next year as the division has made this a high priority. Approximately 79 percent of course outlines for PACE have been submitted on the new format for abilities.

The college will meet or exceed the state goal for percentage of students enrolled in basic skills classes for 12 or more hours, and such students will demonstrate skills gains in basic education, English as a Second Language, and GED preparation.

Although we did not meet the 1999-2000 state goal of 41 percent, we came very close with 37.5 percent of students demonstrating skills gains as defined by the Office of Adult Literacy. This represents a 7.7 percent increase over 1999-2000.

Eighty percent of GED preparatory students that take the GED test will pass.

In 1999-2000 76.12 percent of students who completed up to four of the five test batteries and 72.22 percent of students who completed all five of the batteries passed the GED test. These statistics reflect not only YVCC students but also a combination of YVCC students who have passed the GED test and students who received instruction elsewhere yet completed their testing at YVCC.

Completion rates of distance learning students will be equal to completion rates of students not enrolled in distance learning.

In fall 1999, the completion rate for non-distance learners was 84 percent while the completion rate for distance learners was 77 percent, a 7 percent difference.

The number of students enrolled in distance learning will increase annually.

The number of students enrolled in distance learning increased by 74 percent between summer 1998 and spring 2000 to 1,896 students.

Seventy percent of the students who enroll in developmental English courses will satisfy entrance requirements for subsequent courses.

More than 70 percent of students satisfied the entrance requirements.

Ninety percent of graduates will express satisfaction with the quality of the faculty.

Eighty-one percent of YVCC students surveyed rated the overall teaching competency of YVCC faculty as "good or excellent."

The number of students using technology-enhanced support services will increase annually.

The percentage of students using technology-enhanced student services increased from 57 percent to 67 percent between 1998-1999 and 1999-2000.

Seventy-five percent of employers surveyed will recommend YVCC graduates to others.

In a survey completed in October 2000, 93.5 percent of employers indicated they would recommend YVCC students to prospective employers. Furthermore, 82 percent of employers were satisfied with YVCC training received by their employees.

YVCC graduates who transfer to a four-year college or university will perform at a level comparable to students that began as freshmen at the universities.

In annual reports from Washington State universities, YVCC transfer students generally perform as well as their university counterparts who began as freshmen.

YVCC will maintain articulation agreements with all four-year public institutions in the state.

YVCC maintains up-to-date agreements for our Associate of Arts degrees with all public colleges and universities and nine major private colleges and universities in the state. These agreements ensure that students transfer with junior status and no loss of credit. Some specialized degrees also have agreements; all are reviewed periodically to assure students are prepared for transfer.

At least 90 percent of the full-time staff will participate in professional development activities.

Ninety percent of the staff participated in activities designed to improve their work skills.

The YVCC Affirmative Action Plan will receive a positive annual review by the Governor’s Affirmative Action Policy Committee.

The YVCC recruitment process was reviewed by the Governor’s committee and found to be exemplary.

All interview committees will be trained with regard to selection process, diversity goals, and legal issues.

All interview committees receive instruction in diversity goals and legal issues on an ongoing basis.

At least 90 percent of all position vacancies will be filled within 120 calendar days of becoming vacant.

Although we came close to meeting this goal, 1999-2000 data show that 87 percent of the 61 vacancies were filled within a 120-day period.

Credit for Prior Experiential Learning

Although the Washington Community College Instruction Commission supported and the Washington Association of Community and Technical Colleges (presidents) approved a general policy in 1999 on credit for prior experiential learning, YVCC has not adopted a policy and does not accept credit for experiential learning. For students who believe they have obtained skills equivalent to college coursework, YVCC has a course challenge policy, which allows appropriate faculty members to review student experience and consider granting credit.

Study Abroad Programs

Yakima Valley Community College does not have a study abroad program at this time.

Transfer and Award of Academic Credit

Yakima Valley Community College awards credit and honors transfer credit according to generally accepted principles of like institutions. YVCC follows standards developed and distributed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Agreements exist on the block transfer of credits (identified on transcripts) in certain articulated programs with J.M. Perry Technical Institute. These articulation agreements allow students to apply coursework completed at Perry to coursework in business and related instruction requirements for the Associate of Applied Science degree.

DISTANCE DELIVERY OF COURSES AND DEGREE PROGRAMS (2.6)

Approval And Purpose

Yakima Valley Community College provides higher education opportunities for the residents of Yakima, Klickitat, and Kittitas counties. The predominantly rural area covers 8,500 square miles. More than 272,500 residents are served in the district, with 221,000 residents, the largest part of the population, concentrated in Yakima County.

In accordance with YVCC's mission, the college has sought ways to be innovative and provide educational services for all district residents. The distance-learning program started as "Armchair College" in 1978-1979. From 1978 to 1996, the program offered only telecourses with some in-person instructor and student meetings. Then in late 1995, the first Internet-based courses were designed and taught.

The college's distance-learning program allows students to obtain educational opportunities through synchronous and asynchronous delivery methods, expanding YVCC's service throughout the district to time/place-bound students.

Yakima Valley Community College participates in statewide initiatives supporting distance learning. The licensing of telecourses is coordinated through the State Board for Community and Technical Colleges (SBCTC) to reduce costs. Two-way interactive television technology supported by the SBCTC provides a wide variety of distance-learning applications. Washington Online (WAOL), a community college consortium, provides an additional method of delivering Internet-based education to students. Yakima Valley Community College participated in the initial launch of courses for WAOL when a full-time music instructor taught statewide courses through WAOL in 1998-1999.

Distance-learning courses are taught in a variety of ways by full- and part-time faculty members, some of whom also teach on-campus courses. Additional faculty support is provided from other locations via interactive television (ITV) or the Internet. The same infrastructure and operational support that governs on-campus instruction also applies to distance courses. Instructors teaching distance courses report to their respective dean, as do faculty members who teach on campus. Technology Services provides operational and technical support for distance learning courses and instructors.

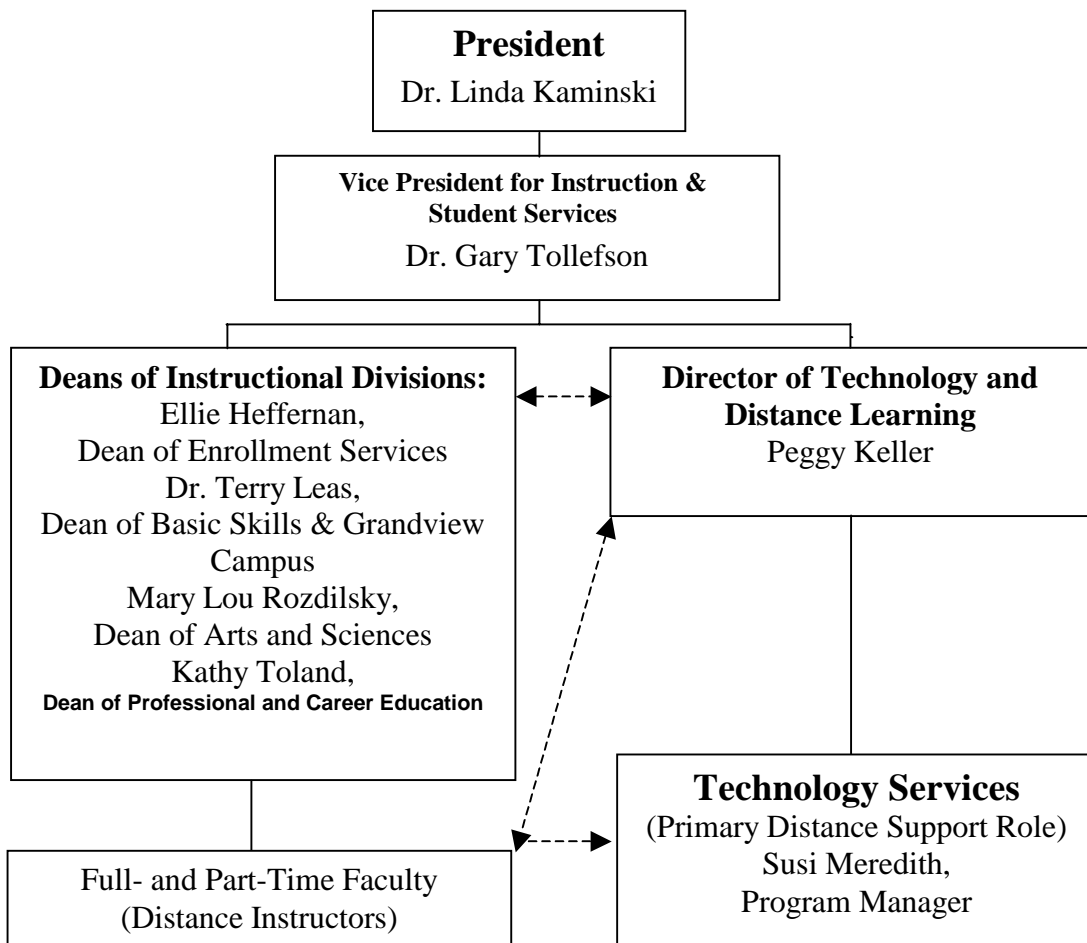
Internet course development was fostered by professional development activities funded by a regional faculty technology training grant and a Title III grant. These grants provided training opportunities for the faculty and staff on Internet tools and course development. Since winter 1996, 34 YVCC Internet courses have been designed and delivered. Students have the opportunity to enroll in some WAOL courses through YVCC. WAOL courses are placed in the schedule after the appropriate department and the Curriculum Committee have approved them (Exhibit: 2.6.1).

Interactive television courses originate from either the Yakima or Grandview campus or from sister community colleges. Courses from sister institutions provide faculty expertise unavailable at YVCC. Instructors at these institutions are selected and evaluated in the same manner as part-time YVCC instructors. Reception sites for interactive television include the Yakima and Grandview campuses, Goldendale High School and administration building, and Selah High School.

The governance structure for distance learning is illustrated in Figure 2.6.1.

YAKIMA VALLEY COMMUNITY COLLEGE

Figure 2.6.1 GOVERNANCE STRUCTURE OF DISTANCE LEARNING



CURRICULUM AND INSTRUCTION

Introduction

Yakima Valley Community College's experience with distance learning includes distributed learning, online, and two-way interactive course delivery. Enrollments in all methods of delivery have increased by 82 percent from 1998–1999 to 1999–2000, with an additional 19 percent increase from 1999–2000 to 2000–2001. WAOL course enrollments increased due to additional course offerings. Table 2.6.1 shows the number of distance-learning courses offered, enrollments, cancelled classes, and WAOL courses and enrollments.

Table 2.6.1 DISTANCE LEARNING

Quarter	Courses Offered, Enrollment, Canceled Course, and WAOL				
	Courses Offered	Total Enrollments	*Canceled	**WAOL Courses	WAOL Enrollments
1998–99					
Summer	3	46	1	0	0
Fall	14	235	3	1	6
Winter	19	367	3	1	3
Spring	25	433	2	1	5
Totals	61	1,081	9	3	14
1999–00					
Summer	9	114	0	1	3
Fall	30	550	3	1	6
Winter	31	541	1	1	9
Spring	41	767	1	1	7
Totals	111	1,972	5	4	25
2000–01					
Summer	9	164	0	0	0
Fall	40	666	2	3	17
Winter	41	713	2	3	17
Spring	43	687	2	3	35
Totals	133	2,230	6	9	69

Data Source: SBCTC Data Warehouse and SMS Data Express Reports

By winter 2001, there were enough course offerings which combined Internet-based and distributed-learning modes to provide students the opportunity to obtain an Associate of Arts degree. In addition, some medical assisting and business classes are provided as Internet and distributed learning courses.

Interactive courses sent from Yakima to Grandview, the Goldendale administration building for adult learners, Goldendale High School, and Selah High School include transfer and early childhood/special education courses. The Grandview campus provides some transfer and early childhood education courses to Goldendale High School and the Goldendale administration

building. YVCC receives American Sign Language courses using interactive delivery from YVCC adjunct instructors in the Seattle Community College and Spokane Community College districts since there is an insufficient pool of qualified ASL instructors in the Yakima community. Interactive television offers an innovative method to serve the growing demand for these courses. Appendix 2.6.1 provides a 10-year overview of courses offered.

Distributed Learning

YVCC offers distributed-learning courses using an assortment of technologies that include telecourses, Web-page support, and interactive television combined with onsite student meetings. Interactive television delivery provides opportunities for students in Grandview and Goldendale to attend local onsite meetings. The frequency of onsite meetings ranges from once a week to twice a quarter as established by the faculty member. Distributed-learning enrollments are listed in Table 2.6.2.

Two-Way Interactive Delivery (ITV)

Yakima Valley Community College has partnerships with Central Washington University (CWU) and Washington State University (WSU) to offer bachelor's and master's degree programs on campus. These universities have used two-way interactive delivery systems to serve students at a distance. In summer 1997, YVCC partnered with CWU and WSU to establish a two-way interactive television system on the Yakima campus. The three institutions designed the room with engineering support from WSU and CWU. The cost of operational support for the room is divided among the three schools. Two operators employed to support faculty members and students provide coverage from approximately 6:30 a.m. to 10 p.m., Monday through Thursday, and 7 a.m. to 4 p.m. on Friday, during the regular academic year and as needed during summer quarter.

In the initial plan, YVCC was to use interactive technology to provide additional course offerings to the Grandview campus. Using a state matching funds grant and a trust grant, YVCC constructed an interactive television system in Grandview with engineering support from WSU. Technology Services provides technical and instructional support for the reception site. When a non-operator site is used for origination, the faculty member operates the equipment with support from Technology Services. Five members of the Technology Services staff received specialized training in interactive technology and can support faculty and student needs on the Yakima and Grandview campuses (Exhibit 2.6.2).

The continued growth of interactive television courses required additional rooms for origination and reception sites on the Yakima and Grandview campuses. YVCC, with engineering support from CWU, opened a second ITV room in Yakima during winter 1999. Operators from CWU provide operational and engineering support for this room, which is used as a reception and origination site. A third room opened in spring 2000 as a reception site only. Plans are in place to adapt this room for originating ITV courses in summer 2001. These rooms are shared with CWU and WSU. A fourth room planned for summer 2001 will serve as a conference and reception site.

A second ITV room in Grandview was added as a reception site in spring 2000 to meet the demands of course scheduling. This room can be used for course origination or delivery. (See Standard Eight for a description of Yakima and Grandview interactive facilities.)

Yakima Valley Community College collaborates with the Klickitat County Learning Center and the Goldendale School District to provide an ITV classroom in the district’s administration building. In spring 1999, YVCC began offering interactive television courses to Goldendale. Then in fall 2000, Goldendale High School opened an ITV room for onsite delivery of YVCC courses to high school students. This room is available as needed for course delivery to adults. The Goldendale School District provides support for these rooms.

In fall 1998, YVCC began to provide interactive television courses to Selah High School. The technology on the receiving end is supported by the Selah School District (Exhibit 2.6.3).

Internet-Based Courses

In winter 1997, YVCC offered its first online course: Physical Science 101. YVCC has since developed 33 online courses, and faculty members continue to express interest in developing additional online courses for 2001–2002. Future online courses include Economics 201 and 202, Physics 101, and some allied health courses. Table 2.6.2 shows distance-learning enrollments for the last three years.

**Table 2.6.2 DISTANCE-LEARNING ENROLLMENTS
1998–2001**

MODALITY	1998-99					1999-00						2000-01					
	Sum	Fall	Win	Spr	Total	Sum	Fall	Win	Spr	Total	% of Incr.*	Sum	Fall	Win	Spr	Total	% of Incr.*
Distributed Learning	32	109	146	184	471	17	211	144	379	751	59%		125	82	135	342	-55%
Interactive Television		89	124	151	364	28	225	195	201	649	78%	41	322	356	286	1,005	55%
Internet Classes	14	37	97	98	246	69	114	202	187	572	133%	123	219	275	266	883	54%
Washington On-Line		6	3	5	14	3	6	9	7	25	79%		17	17	35	69	176%
TOTAL					1,095					1,997	82%					2,299	15%

*Percentage of increase in the mode from the previous year.
Data Source: SMS Data Express Report DISTLRNG 6-27-01

Washington Online (WAOL)

In spring 1998, YVCC proposed one of the original courses for WAOL, Music Appreciation. A full-time member of the Music Department offered this course for three quarters beginning in fall quarter 1998. While the faculty member chose not to continue teaching the course online, the Music Department allowed WAOL to retain the course.

After receiving appropriate department and Curriculum Committee approval, YVCC accepted Introduction to Visual Basic from WAOL in winter 2000. In fall 2000, the college subsequently adopted Introduction to Logic from WAOL.

Enrollments in adopted courses are strong. To meet the needs and goals of YVCC students, instructional departments will continue to evaluate WAOL course offerings.

Information about WAOL is published in the YVCC quarterly class schedule and is available online at www.waol.org.

Course Approval and Management

All course offerings have been approved using the standard course-approval process. The following steps are used in proposing and developing a distance-learning course:

Step One:

- A faculty member decides to develop a current or new course for distance delivery.
- The faculty member has an informal discussion with the respective department head about the course. If the department head agrees, the faculty member proposes the distance learning course to the department,
- The faculty member investigates various delivery methods and the development time involved. (During the process, the instructor may seek assistance from the director of technology and distance learning.)
- The faculty member develops a proposed outline to submit for department approval.
- The faculty member discusses the proposal with the respective instructional dean.
- The faculty member submits a formal proposal to the department with a distance-learning form attached (Appendix 2.6.2).

Step Two:

- Department members review the formal course proposal.
- Department members discuss the appropriateness of the proposed course, its potential impact on the department's offerings, and its placement in the annual schedule.
- If department members approve the course, the department head forwards the proposal to the supervising dean.
- If the course is new, it must then be submitted to the Curriculum Committee for approval.

Step Three:

- The instructional dean reviews the proposal. If the dean approves it, the dean forwards the faculty proposal to the director of technology and distance learning.
- The director of technology and distance learning reviews the faculty proposal for placement and suitability in the distance-learning schedule and checks for available technical support and funding. The director discusses any concerns regarding the proposal with the faculty member, instructional dean, and the vice president for instruction and student services.

The vice president for instruction and students services and the director of technology and distance learning annually review distance-learning course offerings to ensure an appropriate selection of educational opportunities for students.

Planned Activities:

- An annual schedule of distance-learning courses will be published. Department schedulers will work in cooperation with the Office of Distance Learning.
- Additional courses may be added to the quarterly offerings if they satisfy a need in the instructional division and the distance-learning program. To ensure adequate consideration, a course must be submitted at least eight weeks before the beginning of the quarter in which it is offered.

Communication with Students

Students enrolled in distance-learning courses receive a letter from the Office of Distance Learning, either from the program manager or faculty member, before the start of the quarter along with directions and details related to course meetings and materials (Appendix 2.6.3). For YVCC or WAOL Internet or distributed-learning courses, students may be referred to Web site materials. Materials for interactive courses are provided to students by paper mail, e-mail, Web site, and fax. Students use similar methods to exchange materials with their instructors. For online courses, students take examinations online or in a proctored setting. Distributed learning students take examinations in class or a proctored setting. Two-way support staff members proctor interactive examinations at remote sites. Proctored examinations on the Yakima campus are held in the Student Technology Center supervised by Technology Services staff members, and on the Grandview campus, office staff members proctor examinations in available space.

Sample course syllabi and packets for online, distributed, and interactive courses are included as Exhibit 2.6.4 in the Resource Room.

Instructors, operational support staff members, and Technology Services provide orientation for students enrolled in two-way interactive courses. Some Internet instructors also provide orientation sessions for their students. Distributed-learning instructors orient students at the initial course meeting. Technology Services staff host quarterly meetings on electronic fundamentals for students. Students are informed of these meetings in the class schedule and through an introductory letter before the start of the quarter. Students are encouraged to contact faculty members in person, over the phone, and online. Technology Services staff members offer support for distance students in person or by telephone, Monday through Thursday from 7:30 a.m. to 9 p.m. and on Friday from 7:30 a.m. to 5 p.m. The Office of Distance Learning provides a toll-free number for students outside the calling area. In addition, the Student Technology Center on the Yakima campus serves students seven days a week. Open hours include those listed above as well as Saturday from 11 a.m. to 3 p.m. and Sunday from 12 noon to 6 p.m. The center can provide technical support and equipment, refer questions, and proctor examinations. Students may access advising services through e-mail at disted@yvcc.cc.wa.us.

Yakima Valley Community College initiated two courses to specifically assist distance learners. Introduction to the Internet, taught since winter 1998, provides basic fundamentals related to the Internet and is a prerequisite for some Internet courses. Introduction to Distance Learning, offered since spring 2000, addresses initial elements of success in distance-learning courses. Students are encouraged to take this course in conjunction with or prior to taking distance courses. A student self-assessment is provided on the distance learning Web page and in the course schedule.

Washington Online provides online student support services. YVCC Technology Services also responds to student questions about WAOL and any technical problems.

Analysis and Appraisal

In-person group orientation for all forms of distance learning promotes a more successful student and faculty experience and ensures an effective start on course objectives. Faculty members find the in-person orientation saves a great deal of time because they don't have to answer the same questions individually with each student. This conclusion was drawn from faculty members evaluating attrition rates and questions and concerns expressed by students.

Recommendations

To improve student retention and success in distance-learning classes,

- Early orientation sessions for distance students need to be promoted.
- Faculty members should be encouraged to make personal contact with non-participating students and suggest they request support from the Office of Distance Learning.

Planning for Distance Learning

Distance-learning planning occurs in a variety of ways that include assessment of distance learning needs. Participants in these processes include faculty, instructional administrators, the vice president for instruction and student services, and the director of technology and distance learning.

Instructors interested in teaching distance courses consult with their departments, instructional deans, and the director of technology and distance learning. New course offerings are developed through a submission process that involves the appropriate department, dean, and the Curriculum Committee as described earlier under "Course Approval and Management."

Priorities for interactive television courses are set in cooperation with instructional departments, reception sites, appropriate deans, and Technology Services. The course selection process for two-way interactive delivery to the respective site uses the following criteria:

- Availability of faculty interested in teaching distance courses.
- Instructional needs of the reception sites.
- Enrollment patterns and course demands at reception sites.

Planning efforts for distance learning were supported by a Title III grant promoting faculty development, a regional faculty technology center grant, cooperative partnerships between YVCC and Washington universities and school districts, and statewide support of distance-learning initiatives such as K-20 and WAOL. Instructional departments have worked with the director of technology and distance learning to expand course offerings in arts and sciences and professional and career education programs and courses.

The distance-learning program has grown rapidly in number of courses offered and attendant needs for technical support. However, the budget for this program has not increased since its

development in 1998. A position for a full-time webmaster, approved for the 1999–2000 budget, was advertised twice but failed to generate a sufficient pool of candidates both times it was opened. This position subsequently was reduced by the executive administration to a part-time position. This reduction limits support time for the webmaster to Internet-based instruction. (Exhibit 2.6.5 shows a four-year budget distribution for distance learning.)

A Distance Learning Advisory Committee composed of five faculty members and three administrators will begin operation in fall 2001. This committee was formed through a memorandum of understanding between the faculty union and the district (Appendix 2.6.4).

The 2000–2001 FTEs generated by the distance-learning program constitute 9 percent of the total YVCC FTEs, excluding FTEs generated by adult basic education classes. The program generated 4 percent of the FTEs in 1998–1999 and 8 percent in 1999–2000. Increased FTEs between 1999–2000 and 2000–2001 can be attributed to the increase in course offerings.

Distance learning at Yakima Valley Community College is on the rise with a growth rate of 8 percent in 1999–2000. According to SBCTC resources, the growth percentage for distance learning across the state was 4 percent in fall 2000.

Table 2.6.3 depicts distance-learning quarterly FTEs from summer 1998 through spring 2001.

1998-2001							
Quarter and Year	FTE	Quarter and Year	FTE	% of Increase	Quarter and Year	FTE	% of Increase
Summer 98	5.10	Summer 99	11.90	133%	Summer 00	17.20	45%
Fall 98	22.27	Fall 99	57.13	157%	Fall 00	69.80	22%
Winter 99	38.00	Winter 00	57.23	51%	Winter 01	75.67	32%
Spring 99	43.20	Spring 00	79.77	85%	Spring 01	72.73	9%
Total	108.57	Total	206.03	90%	Total	235.40	14%

Data Source: SMS Data Express Report DISTLRNG 6-27-01

YVCC will increase offerings of both interactive television and Internet-based courses to meet the growing demand for accessible classes. Additional interactive courses will include foreign languages, program prerequisites, and distribution courses for the Associate of Arts degree. Extra foreign language offerings will meet the needs of high school students and provide additional language opportunities for students at the Grandview campus. The interactive enrollments for the Goldendale adult population also are growing. All students want additional course offerings leading to associate’s degrees or program certificates.

Internet-based courses will increase in program-specific areas, including distribution courses for the Associate of Arts degree and the Associate of Arts–Business Option. For software support of Internet offerings, YVCC will collaborate with a sister institution. Columbia Basin Community College (CBC), for example, offered support for Web CT and will host courses for interested YVCC instructors. A YVCC faculty member already tested this process in winter and spring 2001. The CBC webmaster presented an orientation and training for 10 YVCC instructors during summer 2001.

Analysis and Appraisal

Because of increased student demand identified in various areas of the district, the need for distance-learning courses is rapidly growing. Planning for such courses occurs in departments in cooperation with the distance-learning program. The number and variety of course offerings will depend on additional funding. Funding levels also will affect the growth of program services available to faculty members and students.

If YVCC enrollments continue to expand at the rate of 1 percent each year, by 2005–2006 14 percent of the total FTEs will be in distance-learning enrollments.

Recommendations and Actions Taken

- The Distance-Learning Advisory Committee should review current practices and procedures along with the program’s growth rate. Recommendations from this committee will be forwarded to the vice president for instruction and student services.
- Enrollment patterns and annual growth need continued monitoring.
- Additional funding sources to enhance the distance-learning program should be sought.

Faculty Support and Training

Compensation methods and enrollment requirements are the same for distance-learning faculty members as for on-campus instructors. Limited faculty development funds are available. In previous years, grant funds were available for stipends and training for technology innovation. Currently any compensation for faculty members must come from limited institutional dollars.

Support for distance-learning faculty and students is provided through the Office of Distance Learning. Initially, a faculty member meets with the director of technology and distance learning to discuss the method of instruction and necessary support. Depending on the needs of the faculty member, additional meetings may be scheduled to review content delivery, timelines, and technical support. The program manager works with faculty members to mail information to students and prepare packets of student materials. The manager sends tests to and receives them from remote interactive sites. Table 2.6.4 shows the support services provided for distance learning courses.

Table 2.6.4 DISTANCE LEARNING SUPPORT SERVICES

Director of Technology and Distance Learning, Peggy Keller	
Faculty Support	Student Support
<ul style="list-style-type: none"> ▪ Recruit faculty members to teach distance-learning courses. ▪ Meet with instructional department and deans to discuss distance learning. ▪ Meet quarterly with all distance learning faculty. ▪ Work one on one with faculty to discuss technology selection and curriculum. ▪ Ensure faculty support related to technology, training, and equipment. ▪ Provide faculty distance learning support materials. 	<ul style="list-style-type: none"> ▪ Explain various forms of distance learning opportunities to students. ▪ Respond to student concerns about distance learning services.
Program Manager, Susi Meredith	
Faculty Support	Student Support
<ul style="list-style-type: none"> ▪ Make copies of tests and other materials and distribute to the proper locations. 	<ul style="list-style-type: none"> ▪ Answer distance learning phone line. ▪ Present fundamentals workshops each quarter.

- Make labels with student addresses.
- Return tests and homework to students.
- Distribute student surveys.
- Set up meetings.
- Set up training sessions.
- Run enrollment data.
- Assist with course setup.
- Substitute for instructors when unable to attend orientation.
- Provide software support.
- Redistribute Grandview mail.
- Talk with students regarding courses offerings.
- Explain the difference in Web, ITV, and distributed learning.
- Make fliers for courses.
- Contact students regarding canceled courses and facilitate rescheduling.
- Inform students of lab hours.
- Send course information to students.
- Provide software support.

Information Technology Consultant II, Mike Shields

Faculty Support	Student Support
<ul style="list-style-type: none"> ▪ Answer Web site questions. ▪ Take messages for program manager. ▪ Set up training sessions. ▪ Provide software support. 	<ul style="list-style-type: none"> ▪ Answer distance learning phone line. ▪ Assist with presentation of fundamentals workshops each quarter. ▪ Talk with students regarding courses offerings. ▪ Explain the difference in Web, ITV, and distributed learning. ▪ Inform students of lab hours.

Webmaster, David Lynx

Faculty Support
<ul style="list-style-type: none"> ▪ Provide faculty training for Web page development. ▪ Manage faculty listserv. ▪ Work individually with faculty members on Web page creation and problem solving.

Student Labs - Computer Support Technicians

Student Support
<ul style="list-style-type: none"> ▪ Assist students with distance learning Web sites. ▪ Proctor tests for students. ▪ Provide technical support for students related to software or Web.

YVCC Grandview

Faculty Support	Student Support
<ul style="list-style-type: none"> ▪ Provide training in the use of ITV equipment for faculty and staff. 	<ul style="list-style-type: none"> ▪ Assist students with distance learning Web sites. ▪ Proctor tests for students. ▪ Provide technical support for students related to software or Web. ▪ Assist students with ITV delivery. ▪ Receive and send ITV materials for students.

WSU Learning Center Klickitat County Coordinator, Sidne Steindorf

Faculty Support	Student Support
<ul style="list-style-type: none"> ▪ Proctor exams; assist with access to the interactive television classrooms. ▪ Make copies; mail and fax. 	<ul style="list-style-type: none"> ▪ Assist YVCC students in registration, financial aid, Internet access, and telephone calls. ▪ Give ASSET exams. ▪ Promote YVCC programs to all students through various modes.

Selah High School and Goldendale High School

Student Support
<ul style="list-style-type: none"> ▪ Proctor tests for students. ▪ Provide technical support for students related to software or Web. ▪ Assist students with ITV delivery. ▪ Advertise distance-learning course offerings and counsel/advise students.

Quarterly meetings held with distance-learning faculty members provide them with program information and materials along with an opportunity to discuss concerns. A faculty Web discussion board was developed in winter 2000, and a faculty handbook was created with input from distance-learning faculty in summer 2000. Other sources of support for faculty members include distance-learning books/articles and technical support provided by Technology Services. The webmaster provides Web-based development support, training sessions, lab time, and one-to-one faculty support.

Interested instructors may attend distance-learning meetings on and off campus. The majority of these meetings are partially funded by statewide initiatives. Onsite, in-service workshops were offered as part of the Title III and Technology Center grants. Additional training opportunities are planned with other community colleges.

Faculty members who teach interactive courses in Yakima receive technical training from operational support staff. At remote sites, the Technology Services staff, WSU support staff, or trained work-study students provide technical support for instructors and students.

Analysis and Appraisal

Additional funds are needed to provide faculty development opportunities and stipends for course development. Because curriculum development for distance-learning courses is time consuming and requires special training, lack of adequate funding for compensation prevents some faculty members from designing and teaching distance courses. Furthermore, additional support staff members are needed to work with faculty members on instructional design and conversion to technology formats. (Appendix 2.6.5 shows distance learning funding with categories related to faculty development and stipends.)

Recommendation And Action Taken

- Seek additional funding sources to enhance faculty development and technical support.

Library

Raymond Library on the Yakima campus provides the necessary instructional and research resources for the YVCC faculty to create appropriate learning environments and students to complete assignments. Fundamental to the college's mission is that the needs of all users, both distant and local, will be met as effectively as possible. This may be accomplished by means of an appropriate selection of new and proven technologies within the confines of fiscal and human resources.

The library's physical holdings are primarily accessed through the online catalog (Endeavor Corporation's Voyager system). Electronic holdings are accessed through the library's Web page where links to four electronic resource services to which the college subscribes are provided. These resources include a general periodical database, a specialized literature service, a specialized political science service, and single-reference sources. Users who are authorized through Voyager may gain access from any computer. The college Web site also provides links to discipline-related sites appropriate to YVCC's curricula.

Reference librarians assist distance learners by telephone and e-mail and by maintaining library evening and weekend hours on the Yakima campus for students with non-traditional schedules. (See Standard Five for information on library and media resources for students.)

Student Access to Information and Services

Students may access YVCC policies, procedures, and services through the Internet by request. Upon completing a registration form, students are admitted to YVCC. Students may enroll in courses using Touch-Tone or Web-based registration; they may also mail in registration forms or submit them in person. Tuition payments can be made in person, by mail, or with a Touch-Tone telephone and a credit card. At this time, online Web card transactions are not in place.

New distance-learning students can access advising support by e-mail, telephone, or in person. One of the YVCC counselors responds to student questions electronically using an e-mail address for distance learning. The address, disted@yvcc.cc.wa.us, has been used since 1997. Categories of student inquiries include:

- Evaluation of transcripts both from YVCC and other schools and questions about the transferability of courses.
- Questions about applying to YVCC.
- Requests for program information.
- Transferability of online courses.
- Inquiries about WAOL.
- Ways of taking a distance-learning course; technical questions relating to hardware and knowledge required.

This information is published in the quarterly schedule and all other distance-learning student publications.

Each quarter, electronic fundamentals workshops, open to distance and traditional students, are held on the Yakima and Grandview campuses. The workshops include the basic elements of Internet navigation. In addition, a schedule of operational hours for the Student Technology Center, the library, and support services is sent to distance students in a course introduction letter.

Students can obtain scholarship and financial aid information without visiting the Yakima or Grandview campuses or WSU Learning Center. Placement tests may be taken in Yakima, Grandview, Selah, or Goldendale. High school students may take placement tests onsite at the college campuses or high schools. While textbooks and learning materials are available in the college bookstore, some texts can be mailed to students at additional cost. Because students need online access to books; the webmaster currently is working with the bookstore manager to prepare an online bookstore for fall 2001.

Students who require tutoring at the math or writing centers must use the campus facilities in Yakima or Grandview. The Writing Center plans to launch an online writing center to support distance-learning students in fall 2001. Interactive tutoring for math has been offered two quarters. There has been limited participation from students.

YVCC has published policies to manage student complaints, grievances, and appeals. The Code of Student Rights and Responsibilities is available online and in print by request. Resolution of student complaints, grievances, and appeals does not require students to appear in person. (See Standard Three for Code of Student Rights and Responsibilities information.)

Marketing and recruitment information about programs, requirements, and services is available in the schedule and the college catalog, at onsite locations, and on the college Web site. Information about assessment for distance-learning students is available through the Office of Distance Learning, in the class schedule, and on the YVCC and WAOL Web sites. Quarterly surveys were developed and distributed to assess students' general satisfaction with distance-learning courses. Suggestions related to student services from surveys have been incorporated into 2001–2002 planning.

Analysis and Appraisal

Significant progress has been made in providing adequate services for distance learners.

Recommendation and Action Taken

- Encourage an online bookstore to serve distance students.

Table 2.6.5 shows student satisfaction with interactive television course experience based on location of class.

Table 2.6.5 EVALUATION OF INTERACTIVE TELEVISION CLASSES
Winter Quarter 2001

This ITV class is my	1st class	2nd class	3rd class	Other	No Response
Distance Class	52%	28%	16%	4%	0%
In-house	59%	28%	7%	7%	0%
The technology (picture, sound, connections) was	Poor	Adequate	Good	Great	No Response
Distance Class	0%	100%	0%	0%	0%
In-house	0%	24%	55%	21%	0%
I was happy with the timelines of handouts and other materials	Never	Some times	Most time	All the time	No Response
Distance Class	4%	30%	35%	30%	0%
In-house	0%	14%	38%	41%	7%
I felt ignored in class	Yes	No	No Resp		
Distance Class	16%	84%	0%		
In-house	7%	93%	0%		
It was easy to participate in class	Yes	No	No Response		
Distance Class	84%	16%	0%		
In-house	97%	3%	0%		
It was difficult to participate in class	Yes	No	No Response		
Distance Class	24%	76%	0%		

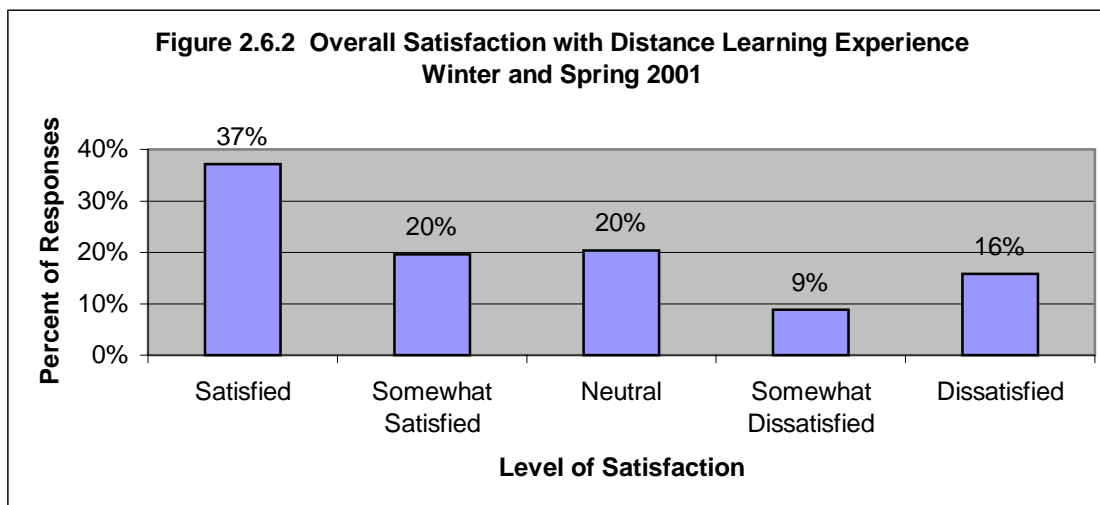
In-house

7%

93%

0%

Figure 2.6.2 shows student overall satisfaction with distance-learning experience.



Appendix 2.6.6 includes comments from the student survey of distance-learning experience.

Analysis and Appraisal

Results of the ITV surveys showed:

- Forty-eight percent of distance-learning students had previous ITV experience while 41 percent of in-house students had previous ITV experience. This suggests that both groups of students are about equally willing to sign up for distance and in-house classes.
- One hundred percent of distance-learning students considered the technology adequate for the course, which speaks well for the technology services provided.
- Students generally were satisfied with the timeline of handouts and other materials. Thirty percent of distance-learning students showed satisfaction all the time, and 35 percent showed satisfaction most of the time. This 65 percent satisfaction rate compares to a 79 percent satisfaction rate of in-house students. The higher figure most likely reflects a closer interaction between in-house student and faculty members. With the faculty member present, students have the opportunity to ask questions as handouts are distributed.
- Sixteen percent of distance-learning students felt ignored in class whereas only 7 percent of in-house students indicated a lack of individual attention.
- Eighty-four percent of distance-learning students found it easy to participate in class versus 97 percent of in-house students.
- Twenty-four percent of distance-learning students found class participation difficult versus 7 percent of in-house students.
- The relatively high percentage of difference in the last three items (9 percent, 13 percent, and 17 percent respectively) indicates an area of concern, which will be addressed.

Recommendations and Actions Taken

- Use suggestions from student satisfaction surveys to enhance distance-learning experiences and minimize the difference in satisfaction rates between distance classes and in-house classes with the following:
 - Additional work on timelines of handouts and other materials.
 - Creative strategies to make distance-learning students more active participants.

Evaluation and Assessment

Faculty evaluation for distance learning is conducted by the appropriate instructional dean using the cycle of evaluation outlined in the YVCFT Agreement. The results of these evaluations are shared with the respective faculty member. Informal assessment of interactive television instructors is determined by the retention rate and satisfaction of students at the remote sites. Enrollment patterns influence decisions about course selection.

The current method of faculty evaluation provides input to the administrator and the faculty member regarding distance delivery and success. This information, however, is not relayed to the distance-learning program to provide support as needed for the faculty. (See faculty evaluation sections in Standard Two and Standard Four.)

Progress has been made at YVCC remote sites in Grandview, the Goldendale administration building, Goldendale High School, and Selah High School to provide additional student support services and transport materials efficiently. The director of technology and distance learning meets quarterly with the outreach sites to discuss interactive television support needs.

Yakima Valley Community College's traditional course completion rate is 82 percent, while the completion rate for distance-learning courses is 72 percent. Table 2.6.6 shows a three-year comparison of retention figures between in-house classes and distance classes on YVCC and Grandview campuses as well as statewide community colleges.

Table 2.6.6 COURSE COMPLETION RATES COMPARED TO WASHINGTON STATE SYSTEM SUMMARY

(Received Passing Grade for Course - completion percentage excludes "F" grades)

Fall 1998				
Course Type Title	Incomplete	Non Completers		Completions
		Admin Withdrawal	Withdrawal	
Arts and Sciences	1.11%	4.79%	7.32%	82.58%
Distributed Learning	1.67%	10.00%	6.67%	76.67%
System Retention Rate All DE Course				75.00%
Grandview	0%	7%	2%	86.37%
Professional/Technical	1.72%	5.88%	4.37%	85.35%
System Retention Rate All Non DE Course				83.00%

Fall 1999				
Course Type Title	Incomplete	Non Completers		Completions
		Admin Withdrawal	Withdrawal	
Arts and Sciences	1.38%	4.64%	6.46%	82.83%
Distributed Learning	0.36%	8.96%	11.11%	74.91%
System Retention Rate All DE Course				68.00%
Grandview	0.53%	3.53%	4.06%	87.20%
Professional/Technical	1.75%	6.59%	5.41%	84.15%
System Retention Rate				82.00%

Fall 2000				
Course Type Title	Incomplete	Non Completers		Completions
		Admin Withdrawal	Withdrawal	
Arts and Sciences	1.18%	4.24%	7.05%	82.40%
Distributed Learning	2.37%	6.51%	11.54%	71.60%
System Retention Rate All DE Course				70.00%
Grandview	0.49%	2.76%	3.05%	88.78%
Professional/Technical	1.80%	5.01%	3.89%	86.38%
System Retention Rate				82.00%

Comparative measurements were performed on four online and traditional courses taught by the same instructor. The results of these measurements can be seen in Exhibit 2.6.6.

Analysis and Appraisal

Each of the comparative measurements shows YVCC online courses to have an approximately 10 percent lower retention rate than traditional courses. In both cases the retention rate is higher than in comparative statewide courses.

Experience has shown that lower retention rates for students in online classes may be due to under-prepared students enrolling in classes that require technology skills and a more structured learning environment.

Student and faculty member comments furthermore suggest that classes requiring orientation and in-class methods are more likely to retain students.

Strengths

- A variety of interactive courses are sent and received to serve outreach areas and bring in specialized instruction from other colleges.
- The number of courses offered has more than doubled enrollments in a two-year period.
- YVCC has benefited by collaborating with WSU, CWU, and school districts in interactive television technology.
- Enrollment in Internet-based courses has increased from 246 in 1998-1999 to 883 in 2000-2001.
- Course offerings in distance learning has increased from 61 in 1998-99 to 133 in 2000-2001.

Challenges

- As more faculty members use interactive television, demand on room and time slots increase.
- Funding for the distance-learning program has not increased with the demand and productivity of distance learning.
- Funding for professional development and incentives is limited.
- Some students enroll in distance learning without knowledge of technology and motivation to work independently.
- Space for additional ITV rooms is limited.

Recommendations

- Continue to work closely with remote sites to provide student services.
- Develop consistent and effective methods to help students evaluate their readiness to take a distance course.
- Develop effective and appropriate methods of online, interactive, and distributed learning assessment consistent with the YVCFT Agreement.

Recommendations And Actions Taken

Recommendation	Action(s) Taken
Evaluate time and location for ITV courses and prioritize according to geographic and program needs.	Worked with origination and reception sites to coordinate times and locations for delivery of ITV courses.
Seek additional funds for distance learning through collaboration with other colleges and search for outside funding sources.	Held discussions with other community colleges to support software for online courses.
Find additional space to house ITV conferencing equipment.	ITV conference room will be available fall 2001.
Promote early orientation sessions for distance students.	Student responses have encouraged faculty members to offer orientation sessions.

Recommendation	Action(s) Taken
<p>The Distance Learning Advisory Committee should review current practices and procedures as well as the program growth rate. Recommendations should then be forwarded to the vice president for instruction and student services.</p>	<p>The Distance Learning Advisory Committee plans to meet fall quarter to review current practices and procedures.</p>
<p>Continue to watch enrollment patterns and growth.</p>	<p>Enrollment patterns are analyzed on an annual basis.</p>
<p>Encourage an online bookstore to serve distance-learning students.</p>	<p>The webmaster and the bookstore staff are working on a beta test with distance-learning students for the online bookstore fall quarter 2001.</p>

Appendices

- 2.6.1 Ten-Year Overview of Courses
- 2.6.2 Distance Learning Form to Accompany Course Proposal
- 2.6.3 Sample Letter
- 2.6.4 Memorandum of Understanding Between YVCFT and the District
- 2.6.5 Distance Learning Funding
- 2.6.6 Student Comments from Distance Learning Survey

Materials In Resource Room

- 2.6.1 Curriculum Minutes/IT 175
- 2.6.2 Training Certificates for Staff
- 2.6.3 Contract Agreements for External Sites
- 2.6.4 Sample Course Syllabi and Packets
- 2.6.5 Four-Year Budget Distribution for Distance Learning
- 2.6.6 Comparative Measurements Between Four Online and Traditional Courses

ARTS AND SCIENCES

INTRODUCTION

Change has been the major theme of the Arts and Sciences Division during the 1990s. Many faculty members who had been in the division since the 1960s remained until their retirements, creating a high turnover of instructors in the mid-1990s. One interim and five appointed deans of arts and sciences between 1989 and 2000 reflect considerable changes in administration as well. Students at YVCC have changed a great deal over the last 10 years, as has the mix of programs the college offers to serve them. The college also has experienced periodic enrollment declines that have necessitated budget reductions. All of these issues have worked together to create a climate in which a clear, consistent, and sustained reform process in Arts and Sciences was difficult.

Despite these circumstances, the faculty and administrators at YVCC have engaged in discussions regarding curriculum issues, which eventually led to some important curriculum changes. For example, in 1994, they began discussing what a YVCC graduate should be in terms of acquired knowledge and performance. This dialogue continued through the Curriculum Committee's work and extended across all academic and technical programs. As a result, faculty members across campus identified eight abilities that students would practice during their time at YVCC; they revised, redesigned, and strengthened assignments to reflect these abilities and incorporate them into their courses. Curriculum reform and assessment have been very important issues on the campus; such efforts are never easy and often grow in uneven and unpredictable ways. At different times, faculty groups planned ways to evaluate the curriculum changes. Faculty members who were willing to move forward were uncertain that any of these plans would ultimately be carried out or that the efforts would be valuable in the end. From the faculty's perspective, this was a particularly difficult period of time to experience turnover of division leadership. Faculty morale was occasionally low.

Although a climate of frequent change is not favorable to developing broad faculty and administrative agreement and follow-through, in fact, a great deal was accomplished during these years. The self-study process of the last year provided an opportunity to put the previous work in perspective and see how important that work has been in enabling division faculty and a new dean to accomplish so much in 2000-2001.

The present dean of arts and sciences, Mary Lou Rozdilsky, arrived in July 2000. Together with the division faculty, she revised the self-study materials to reflect the central, on-going concerns of the division as well as the accreditation standards. Accordingly, seven comprehensive focus areas of division work were designated, assessed, and reviewed: Mission and Goals; Faculty and Staff; Curriculum, Teaching, and Learning; Students; Resources; and Community Outreach. Departments that worked closely together (for example those in the physical sciences) wrote joint reports, while more loosely coordinated faculty associates (such as instructors in sociocultural studies) wrote separate reports.

The seven focus areas not only provided a structure for the division and department self-studies but also established categories of evidence to be gathered on an annual basis. The process of reviewing evidence, setting department and division goals, and implementing recommended changes based on the seven focus areas is intended to improve all parts of the division, while the comprehensive self-study provides the context for assessing student learning. The assessment plan is built on the extensive work the faculty accomplished throughout the 1990s. Each year the self-study process and the Arts and Sciences Division assessment plan will be revised and refined according to the findings of the previous year and taking the Northwest Associations' Assessment Policy 2.2 into careful consideration.

Individual department/discipline notebooks were likewise organized according to the seven focus areas. As division members worked on the self-study, it became clear that they needed a system for collecting evidence and other materials to document department work. The notebooks provided such a system. They also aided a dilemma the dean faced early in the year when there were no readily accessible records to help the new dean understand procedures in departments/disciplines or to provide continuity when department chairs changed. Information within these department/discipline notebooks has informed the Arts and Sciences report and complemented the division's overall self-study process.

To help evaluators further understand the way the department/discipline notebooks are organized, an inventory of assessment forms and documents is included in Appendix A-2.1. The Arts and Sciences Division notebook is also provided as Exhibit A-2.1.

OVERVIEW

The Arts and Sciences Division includes the humanities and fine arts, the social and natural sciences, and mathematics. These academic departments and disciplines introduce students to the content and methodology of the major areas of knowledge and help students develop the skills and abilities they will need as life-long learners and informed, effective citizens. The college offers a traditional Associate of Arts (A.A.) transfer degree, as well as A.A. degrees specializing in science, business, and agriculture. Each degree has basic skills and distribution requirements. All the degrees meet Intercollege Relations Commission (ICRC) guidelines as direct transfer degrees. In addition, the Curriculum Committee approved a new Associate of Science transfer degree in May 2001. More about this degree is described in the Curriculum, Teaching, and Learning section of this report.

The Northwest Association specifies that general education requires students to develop an awareness of the fundamental areas of knowledge and to master competencies for independent learning. Each A.A. degree satisfies the first condition through distribution requirements and the second condition through basic skills requirements (covering composition, communication, and quantitative courses). The degrees also provide opportunities to practice eight abilities: aesthetic literacy, analytical reasoning, communication, cross-cultural/global perspective, historical perspective, problem solving, research, and service learning. These abilities support independent thinking in each discipline and promote application of knowledge. Departments provide distribution credits for the degrees as well as foundation courses for students who plan to major in the discipline. In some cases they also provide pre-college level courses.

Students may complete requirements for several ethnic studies certificates, approved to begin in fall 2000. Coursework leading to the certificates is designed to increase students' appreciation and understanding of the history and cultures of American ethnic-cultural minorities, provide the academic foundation for students to major in ethnic studies at a four-year college or university, or enhance job-market qualifications for students in professional and career programs (for example, chemical dependency, criminal justice, early childhood education, or nursing).

Other Arts and Sciences departments also provide support courses for professional and career programs and serve a community education role. Some examples include science prerequisites for health occupation degrees; math, composition and speech classes for a number of degrees and certificates; Spanish language classes for law enforcement officers and health care professionals; and a speech course offered at J.M. Perry Technical Institute near the YVCC Yakima campus.

Arts and sciences courses are taught at two campus locations, Yakima and Grandview. In addition to daytime and evening offerings, both campuses provide some weekend classes. Distance learning offerings include interactive television classes broadcast to and from the Yakima and Grandview campuses, Goldendale, and area high schools; Internet classes; and distributed learning classes that include combinations of the following learning mediums: the Internet, on-campus class, the Media Center, and public television.

Program Changes, 1991–2001

- Departments that have moved to another division: Criminal Justice and Chemical Dependency Studies.
- Departments that have come from other divisions: Biology, English as a Second Language (ESL), and Developmental Studies (math, writing, and reading).
- New programs and certificates: Chicana/o Studies Program and the Ethnic Studies Certificate, with specialization in Chicana/o studies or Native American studies.
- Inactive programs: Asian Studies and Latin American Studies.

ARTS AND SCIENCES DIVISION ORGANIZATION

The departments within the division comprise three areas as shown in Table A-2.1.

Table A-2.1 ORGANIZATION OF ARTS AND SCIENCES DIVISION

Arts and Sciences Division		
Humanities	Social Sciences	Natural Sciences/Math
<ul style="list-style-type: none"> ▪ Communications (including Speech, Reading, & American Sign Language) ▪ English ▪ Fine Arts (Art, Photography, Drama, & Music) and Philosophy ▪ Foreign Language (Spanish, German, & French) ▪ Humanities 	<ul style="list-style-type: none"> ▪ History, Geography, and Political Science ▪ Psychology ▪ Sociocultural Studies (Sociology, Anthropology, Ethnic Studies, & Chicana/o Studies) 	<ul style="list-style-type: none"> ▪ Physical Sciences (Physics, Chemistry, Geology, & Astronomy) ▪ Biology ▪ Mathematics

Note: The English Department includes ESL and pre-college reading and writing; the Mathematics Department includes pre-college math.

The Curriculum, Teaching, and Learning focus area of this report provides a description of each department/discipline. Readers will find additional program information in the 2000–2002 YVCC catalog and are invited to review program self-studies and documentation in department/discipline notebooks (Exhibit A-2.2).

MISSION AND GOALS

Arts and Sciences Division Mission

The following Arts and Sciences Division mission was developed by Dean Allan Clark and the full-time faculty in fall 1999:

The Division of Arts and Sciences fosters life-long learning and social responsibility by encouraging students' understanding of themselves and the cultural and natural worlds through ever-increasing knowledge, critical thinking, and effective communication.

Arts and Sciences Division Goals

Arts and Sciences Division goals are listed below. Department goals, which are based on division goals, may be found in the department/discipline notebooks. The process of reviewing and setting goals will occur annually.

Arts and Sciences Division Goals 2000–2001

1. Promote student access and success at YVCC.
 - a. Coordinate division offerings in day, evening, weekend, and distance learning.

- b. Strengthen student advising.
- c. Fully integrate classroom learning with learning support offered at the Math and Writing centers.
- 2. Prepare students for successful transfer to four-year colleges and universities.
 - a. Develop curricula and outlines that incorporate assessment of applicable abilities.
 - b. Explore and pilot ways to assess learning across the transfer degrees.
- 3. Increase the links of Arts and Sciences programs with the community and make Arts and Sciences more visible.
 - a. Use a multidisciplinary approach to outreach.
 - b. Emphasize social responsibility and collaboration.
- 4. Improve professional development and support.
 - a. Include adjunct faculty.
 - b. Emphasize effective teaching strategies.
 - c. Encourage new technologies and methodologies for course delivery.
 - d. Strengthen learning communities.

Progress on the division goals is reviewed in tables A-2.2 through A-2.9. These tables, along with similar worksheets from departments in the division, will provide valuable information for forming goals for the 2001–2002 self-study cycle.

Table A-2.2 PROGRESS ON DIVISION GOAL 1A

Goal One	Met	Not Met	Partially Met
Promote student access and success.			X
1a. Coordinate division offerings in day, evening, weekend, and distance learning.			
Activities and Data Collected:			
<ul style="list-style-type: none"> • Increased coordination of day schedule via department chair meetings and coordination within distribution areas. • Division staff, YVCC Data Group, and A&S Assessment Committee worked together to get better data for planning. • Detailed evaluation of evening/weekend schedule by Evening/Weekend Work Group revealed conflicts in times making degree completion difficult. • Survey of evening students. • Survey of full- and part-time faculty teaching evening/weekend classes. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • Department chairs are beginning to plan annual schedules. • Better data is available, making analysis of course offerings possible in the future. • New evening schedule and changed weekend schedule were recommended and adopted. • Faculty coordinating team selected for spring and summer evening/weekend program to coordinate schedule, evening advising, marketing, and quarterly evaluation of changes (based on feedback from students and faculty). • Separate evening/weekend pages in course schedule will begin fall 2001. 			

Analysis and Appraisal:			
This goal was partially met. Planning of an annual schedule must begin earlier next year: in late January or February. Schedule planning would be more effective with an additional planning screen parallel to the online schedule screen. The planning screen would be accessible for annual schedule development in the winter and then would be downloaded to become the scheduling screen on a quarterly basis, beginning with summer quarter. Progress has been made in accessing reliable division data for schedule planning. A summer or fall project should be considered for analyzing data related to the daytime course schedule for use by department chairs. Distance learning coordination may need further clarification. Quarterly reports to the division from the evening/weekend coordination team should be considered. Clear goals should be established for next year. For example, improve the schedule so that it works better for students, clarify which degrees can be supported by the evening/weekend/distance-learning program, cancel fewer classes, increase advising, and increase services to evening/weekend students.			
Recommendations for next year:	Modify	Omit	Retain
			X
Continue better coordination of day, evening and weekend, and distance-learning course schedules, using systematic assessment to address concerns and set measurable goals.			
<u>Comments:</u> A course scheduling team will be appointed for the 2001–2002 year.			

Table A-2.3 PROGRESS ON DIVISION GOAL 1B

Goal One	Met	Not Met	Partially Met
Promote student access and success.		X	
1b. Strengthen student advising.			
Activities and Data Collected:			
<ul style="list-style-type: none"> • Piloted postcards sent by faculty to advisees to encourage advising appointments. • Feedback on advising was collected by Admissions/Advising area via student focus groups. • Not enough faculty members are available for evening advising. • Title V grant application includes potential resources to improve advising. <p><i>Update: The grant was not received.</i></p>			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • Some instructors traded finals week daytime advising for evening advising and conducted special advising for evening/weekend students. • Faculty members are now regularly provided cards to send to advisees to encourage advising. 			
Analysis and Appraisal:			
Advising continues to be an area of faculty dissatisfaction; data also shows students are not currently satisfied. Determine what data would assist in setting measurable goals for next year. A summer task force will gather data and propose goals in this area. Information could also be used to develop and apply for a new Title V grant.			
Recommendations for next year:	Modify	Omit	Retain
			X
Gather data and develop clear/measurable goals to improve advising.			
<u>Comments:</u> Summer task force is meeting.			

Table A-2.4 PROGRESS ON DIVISION GOAL 1C

Goal One	Met	Not Met	Partially Met
Promote student access and success.			?
1c. Fully integrate classroom learning with learning support offered at the Math and Writing centers.			
Activities and Data Collected:			
<ul style="list-style-type: none"> • Departments were asked to address this issue in department self-studies. • Funding for the Yakima campus Writing Center was found in 2000–2001 and additional IUs assigned fall, winter, and spring quarters. • An Online Writing Lab (OWL) was developed and piloted. • Title V grant application includes increased staffing and resources for Writing and Math centers, increased integration with some classes, and more stable funding for the Yakima campus Writing Center. • During the 2000-2001 school year, DERIVE software installed in the Math Center has been used by upper-level calculus students and by instructors who are giving assignments requiring use of the DERIVE software. • Access to Web sites that support student textbooks is now available to students on Math Center computers. • Computer programs, interactive CDs, and videos supporting textbooks and classroom instruction are available 40 hours per week in the Math Center. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • The OWL will increase student access to the Writing Center. • DERIVE software has increased student use of Math Center computers for upper-level courses. 			
Analysis and Appraisal:			
No measurable goals were set by the division in this area. Funding problems for the Yakima campus Writing Center will be resolved only if Title V is successful. Increased staffing will likely be needed when OWL is accessible to students in fall 2001.			
Recommendations for next year:	Modify	Omit	Retain
			X
<ul style="list-style-type: none"> • Develop meaningful goals in this area. If Title V is unsuccessful, identify funds for Yakima campus Writing Center and additional support for the OWL. Computer access will be needed for Grandview campus before the OWL is operational. • Needs in the Math Center include coverage of evening hours and a color printer to help students who must print DERIVE assignments in color. <p><i>Note: Without Title V, developing goals becomes even more important.</i></p>			
Comments: It is important for faculty to understand the Writing Center's philosophy and approach to helping students, which are explained in the writing center brochure and clearly outlined on the OWL Web site.			

Table A-2.5 PROGRESS ON DIVISION GOAL 2A

Goal Two	Met	Not Met	Partially Met
Prepare students for successful transfer to four-year colleges and universities.			X
2a. Develop curricula and outlines that incorporate assessment of applicable abilities.			
Activities and Data Collected:			
<ul style="list-style-type: none"> • Faculty members are updating the matrix that documents course outlines and abilities; courses are on a regular revision cycle. • Department/discipline notebooks document department learning outcomes and abilities integrated into the curriculum. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • Approximately 40 percent of outlines have incorporated abilities; all others are on a five-year review cycle. • Department/discipline notebooks are a resource for full- and part-time faculty. • Materials collected are stimulating meaningful questions to be explored in subsequent self-studies which will occur annually. • Progress has been made in record keeping at the division and department levels. 			
Analysis and Appraisal:			
Assessment of student learning is becoming clearer in courses across the division. As departments collect work, important issues are emerging. One major issue is how to include and inform part-time faculty, especially at the Grandview campus in disciplines where there are no full-time faculty on site. Faculty members feel confident that the classroom is where the most significant assessment must occur and are finding ways to gather evidence of this and use it for improvement.			
Recommendations for next year:	Modify	Omit	Retain
			X
Continue this work and refocus questions and purpose in fall 2001.			
Comments: Provide support for updating course outlines; find ways to include part-time faculty.			

Table A-2.6 PROGRESS ON DIVISION GOAL 2B

Goal Two	Met	Not Met	Partially Met
Prepare students for successful transfer to four-year colleges and universities.			X
2.b Explore and pilot ways to assess learning across the transfer degree.			
Activities and Data Collected:			
<ul style="list-style-type: none"> • Discipline learning outcomes and abilities have been identified • Department/discipline notebooks show how discipline learning is assessed with samples of student work in some designated courses to clarify expectations and standards. • A proposal for a required capstone course has been developed. The capstone course would give students and instructors a means for assessing learning in abilities across the transfer degree. • An Arts and Sciences assessment committee has developed a division assessment plan. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • Notebooks allow all full-time faculty members to review and discuss assessment and evidence of student learning. • A review cycle for courses and abilities has been established for each discipline. • Division faculty members have reviewed the capstone course proposal. • Data relevant to students, enrollments, faculty and staff, and resources in the division are being reviewed for accuracy and will be available for the next self-study and planning cycle. • The Assessment Committee is working with four-year colleges to obtain more accurate information about YVCC students who transfer. 			
Analysis and Appraisal:			
<p>Much has been accomplished through the self-study process, and an annual self-study cycle will continue to support comprehensive assessment in the Arts and Sciences Division. A common work plan for assessment is developing in departments and across the division. Systems to keep information centrally located in department/discipline notebooks and electronic folders on Outlook have been put in place. The Arts and Sciences Assessment Committee is supporting work in departments and looking at assessment across the degrees and at both Yakima and Grandview campuses. Access to data in the division has improved. Involvement of part-time faculty in assessment has been identified as an important concern.</p>			
Recommendations for next year:	Modify	Omit	Retain
			X
Continue to develop this work, making data available for the fall self-study and setting assessment goals for 2001–2002; find ways to involve and include part-time faculty.			
<u>Comments:</u> The Assessment Committee is helping to plan the next steps for the self-study process.			

Table A-2.7 PROGRESS ON DIVISION GOAL 3A AND 3B

Goal Three	Met	Not Met	Partially Met
Increase the links of Arts and Sciences programs with the community and make Arts and Sciences more visible.	X		?
<p>3a. Use a multidisciplinary approach to outreach. 3b. Emphasize social responsibility and collaboration.</p>			
<p>Activities and Data Collected:</p> <ul style="list-style-type: none"> • Arts and Sciences calendar of events • Posters to give higher visibility in the community to specific Arts and Sciences classes • Support for the faculty lecture series • Participation in the Second Annual Campus Day 			
<p>Outcomes/Results of Activities:</p> <ul style="list-style-type: none"> • Working relationship with Office of Community Relations • Higher visibility • Recruiting team sent to Toppenish High School 			
<p>Analysis and Appraisal:</p> <ul style="list-style-type: none"> • The number of <i>Yakima Herald-Republic</i> articles about a range of division programs and faculty members has been encouraging; this is due to the combined efforts of faculty members and the coordinator for community relations to establish strong ties to the community and keep the coordinator informed. • Individual departments and faculty are credited with the division's higher visibility in learning communities, reading, music, drama, art, the Larson Gallery, and many other areas. • Faculty leadership has been important. • The division needs an easy way to determine who attends the faculty lecture series to help market the series to a targeted audience as it continues. • There was not enough time to pursue all ideas: the writer's workshop/competition will be taken up next year. The idea of campus open houses and a math competition were discussed but not carried out for a variety of reasons. • Consideration might be given to themes, for example meaningful articulation and contact with K-12 teachers, or developing ways to feature arts and sciences students. 			
Recommendations for next year:	Modify	Omit	Retain
			X
<p>Division-level work should continue and must coordinate well with department work. Individual faculty members and departments should continue to work directly with the community relations coordinator, but duplication of efforts should be avoided. The learning community posters have contributed to visibility of learning communities. Program and faculty visibility as well as connections with the community are important to the Arts and Sciences faculty and students. Faculty leadership in this area should be supported and efforts continued.</p>			

Table A-2.8 PROGRESS ON DIVISION GOALS 4A, 4B AND 4C

Goal Four	Met	Not Met	Partially Met
Improve professional development and support			X
<p>4a. Include adjunct faculty. 4b. Emphasize effective teaching strategies. 4c. Encourage new technologies and methodologies for course delivery.</p> <p>Activities and Data Collected:</p> <ul style="list-style-type: none"> • A survey of full-time faculty revealed several ways to support part-time faculty and identified professional development needs in the division. • A few part-time faculty members were granted professional development funds and co-presented with full-time faculty at professional conferences. • Part-time faculty vitae were collected for the self-study. • A division meeting was dedicated to two presentations on effective teaching and learning strategies. • Department self-studies emphasize and document effective teaching strategies. • Cross-disciplinary teaching was supported in team-taught courses and learning communities. • Division funds were prioritized for professional development support. • A faculty lecture series was established to recognize faculty scholarship and expertise. • The director of technology furnished grants to develop distance-learning classes. • Technology workshops were offered to the faculty. <p>Outcomes/Results of Activities:</p> <ul style="list-style-type: none"> • The need to include part-time faculty gained greater recognition. • All faculty professional development requests were at least partially funded by the dean. • The faculty lecture series was well attended (50–200 people). • New Arts and Sciences distance-learning classes were developed. <p>Analysis and Appraisal: Energy for this goal was limited by the many activities division faculty members worked on this year. Nevertheless, it remains a very important goal. Inclusion of part-time faculty is particularly important.</p>			
Recommendations for next year:	Modify	Omit	Retain
			X
Identify specific ways to address this goal in 2001–2002. Consider retreats that include part-time faculty members. Identify new sources of funding.			

TABLE A-2.9 PROGRESS ON DIVISION GOAL 4D

Goal Four	Met	Not Met	Partially Met
Improve professional development and support			X
4.d Strengthen learning communities.			
Activities and Data Collected:			
<ul style="list-style-type: none"> • The Learning Communities (LC) Coordination Committee met and discussed ways to strengthen LCs in 2001–2002. • Faculty members participated in a statewide LC conference and coordinator meetings. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • An evaluation of LCs was piloted spring 2001 and will be a regular part of teaching in LCs. • LC faculty teams were offered the opportunity to attend an LC planning retreat; one team attended. • LC workshops are planned for next year. • Marketing strategies of LCs will be emphasized to enroll as many students as possible in these valuable classes. 			
Analysis and Appraisal:			
<p>LCs are an important professional development base for faculty and offer interdisciplinary learning for students. Comprehensive assessment of LCs is designed to support faculty members teaching these courses and to clarify the role of these offerings in the curriculum, with the intent of strengthening interdisciplinary opportunities in the degrees. Entry-level skills that students need to successfully participate in LCs may need review.</p>			
Recommendations for next year:	Modify	Omit	Retain
			X
Continue assessment and share results with the division. Review entering ASSET scores and prerequisite issues; clarify success rates.			
<u>Comments:</u>			

Analysis And Appraisal Of Division Goals

Some goals and components of goals resulted in clear outcomes; others did not. Although there was widespread faculty participation, where work groups were organized and a coordinator appointed, more was accomplished. It is not yet clear what the appropriate balance is between division goals and department goals or how these can complement each other most effectively. Further discussion of this issue will take place during convocation in fall 2001. It is clear, however, that through thoughtful planning and coordination of activities at the department and division levels, Arts and Sciences faculty members can address concerns, shape their departments and the division, and contribute to the positive direction of the college.

Strengths

- While division goals are beyond the scope of an individual department, they are collectively supported by department work.
- The division successfully worked together on many projects, as evidenced in Table A-2.2 through A-2.9; they learned from this work and as a result will set clearer goals for 2001-2002.
- Having common goals helped unify the division.
- A great deal of faculty leadership and collaboration was evident.
- The dean and division faculty gained some confidence in working together.

Note: These are considerable collaborative accomplishments in a year when faculty members were adjusting to a new dean and helping to orient her, participating in the self-study process, most notably during three accreditation work days, and meeting more frequently to coordinate division work (Arts and Sciences instructors attended two divisional and one or two department meetings a quarter as well as work group meetings related to division goals.

Challenges

- Limiting goals to what is possible with the scarce resources of the division (funding has been inadequate to provide release time for faculty, staffing is very limited for the dean and faculty, and workloads are heavy for existing staff).
- Simplifying the goal-setting and self-study process while keeping it meaningful.
- Finding a balance between a focus on teaching and professional development, department work and division work.
- Bringing department and division goals into alignment whenever possible so that the workload for the faculty is reasonable (an especially important concern for 2001–2002 and beyond).

Recommendations And Actions Taken

Members of the Arts and Sciences Division are developing a sense of teamwork and long-term planning. They are also putting in place the data that will improve comprehensive and meaningful assessment. Goals for 2000–2001 were partially met, though activities and/or data collection occurred in all goal areas. In some cases it was difficult to determine whether goals were met because they were stated in vague or exploratory terms.

Recommendations	Action(s) Taken
For 2001–2002, goals need to be more specific and measurable.	Set measurable goals at fall 2001 convocation.
Review the Arts and Sciences mission statement, consider changes, and establish a revision cycle.	Discuss at division meetings during fall 2001 convocation week.

FACULTY AND STAFF

Arts and Sciences Administration

The dean of arts and sciences administers transfer courses taught at the Yakima and Grandview campuses as well as courses taught in distance formats. Scheduling and supervision of the faculty and staff on the Grandview campus are carried out by the Grandview dean. (Note: Administrative evaluation of deans is addressed in Standard Eight.)

Full-Time Faculty

In 2000–2001, the division had 55 full-time instructors (50 in Yakima, 5 in Grandview). Thirty-nine faculty members are tenured (3 received tenure in the course of the academic year), 4 are on tenure track, and 12 hold special faculty assignments funded by monies outside the state-allocated operating budget. Of these special-assignment instructors, 6 are in English, 3 in mathematics, 1 in drama, 1 in sociology, and 1 in history/geography.

Table A-2.10 FULL-TIME FACULTY

Instructor Name	Hire Date	Instructional Program	Tenured	Tenure Track	Special Faculty Assignment	Degree	Grandview Campus
Anderson, Eric	1988	Anthropology	X			M.A.	
Arostegui, Tracy	1993	English			X	M.A.	
Ashworth, Kathleen	1983	Chemistry	X			M.S.	
Bickley, Susan	1989	Developmental Writing, Reading	X			M.Ed.	
Blisard, Herbert	1961	Photography, Communications	X			M.A.	
Brown, Michael	2000	Biology		X		Ph.D.	
Calhoon-Dillahunt, Carolyn	1999	English			X	M.A.	X
Campbell, Michael	1990	English	X			M.A.	
Casey, Kelley	1997	Physics	X			Ph.D.	
Chama, Ricardo	1990	Spanish	X			M.A.	
Compeán, Mario	1997	Chicana/o Studies	X			M.A.	
Cousens, Marlene	1993	Reading	X			M.A.	
Dahlin, Mary	2000	English			X	M.A.	X
Dibari, John	1995	Chemistry	X			M.A.	
Fike, Lawrence Jr.	1999	Philosophy		X		M.Phil.	
Fisher, Robert	1984	Art	X			M.F.A.	
Forrest, Dodie	1998	English			X	M.A.I.S.	
Fuzie, Mark J.	1994	English	X			M.A.	
Giordanengo, Sam P.	1999	History, Political Science		X		M.A.	X
Harves, Michael	1992	Biology	X			M.A., M.A.T.	
Hayes, Erin	1994	Art and Humanities	X			M.F.A.	
Hopkins, Shannon	1991	English	X			M.A.	
Huycke, David T.	1993	Geology	X			M.S., M.A.	
Jeske, Timothy D.	1994	Political Science	X			Ph.D.	

Standard Two—Educational Program and Its Effectiveness

Instructor Name	Hire Date	Instructional Program	Tenured	Tenure Track	Special Faculty Assignment	Degree	Grandview Campus
Kenyon, Michael P.	1996	Mathematics	X			M.S.	X
Kjellman, Judith K.	1968	Biology	X			M.S.	
Koestler, Gordon	1992	English	X			M.A.	
Lewis, Douglas W.	1992	Mathematics	X			M.A.T.	
Lopez, George E.	1997	Mathematics	X			M.S.	
Mayo, J. Benjamin	1990	Mathematics	X			M.A.T.	
McBride, Mildred	1961	English	X			M.Ed.	
McCallum, Carolyn	1990	Mathematics	X			M.S.	
McCormick, James	1987	Speech	X			M.A.	
Meister, Martin J.	1998	Mathematics			X	M.S.	
Morrow, Bonnie France	1994	Psychology, Sociology	X			Ph.D.	
Mount, Thomas	1989	Psychology	X			M.S.	
Murphy, Darin L.	1995	History	X			M.A.	
Ohrt, Stacy	2000	Drama			X	M.F.A.	
Parnell, Beverly	1992	Mathematics			X	M.A., Ed.S.	
Perryman, Gerald	1968	Mathematics	X			Ph.D.	
Peterson, Scott R.	1978	Music	X			D.M.A.	
Piñón, Rodolfo	1973	Spanish	X			M.A.	
Reed, Duane	2000	English			X	M.A.	
Rudnick, Isidore L.	1999	Music		X		D.M.A.	
Sabol, Lois	2000	Sociology, Cultural Anthropology			X	Ph.D.	
Schapiro, Daniel J.	1992	Mathematics	X			M.A.	
Schroeder, Sandra	1998	English			X	M.A.	X
Schut, Carolyn	2000	Mathematics			X	M.S.	
Shaw, Heidi	1995	Psychology	X			Ph.D.	
Shean, Blair	1998	Biology	X			Ph.D.	
Strong, Wallace	1998	Ethnic Studies	X			Ph.D.	
Walker, Montgomery	2000	History, Geography			X	M.A.	
Weedin, Charles W.	1961	Speech	X			M.A.	
Widner, Jill	1993	English	X			M.A., M.F.A.	
Wiehl, Inga	1966	English	X			Ph.D.	

Table A-2.11 SUMMER 2001 UPDATE: CHANGES, RETIREMENTS, AND NEW HIRES

Instructor Name	Hire Date	Instructional Program	Change in Status
Wiehl, Inga	1966	English	Retired
McBride, Mildred	1961	English	Retired
Arostegui, Tracy	1993	English	Changed to Tenure Track
Forrest, Dodie	1998	English	Changed to Tenure Track
Parnell, Beverly	1992	Mathematics	Changed to Tenure Track
Schroeder, Sandra	1998	English	Moved to Yakima campus from Grandview
Harbert, Brinn	2001	Mathematics	New Special Faculty Assignment

Instructor Name	Hire Date	Instructional Program	Change in Status
Pearlman, Gail	2001	English	New Special Faculty Assignment, Grandview
Peters, Daniel	2001	English	New Special Faculty Assignment
Seveyka, Jarred	2001	Biology	New Tenure Track Faculty

Full-time Arts and Sciences faculty members hold either Ph.D.s or master's degrees in the disciplines they teach. One exception is a developmental mathematics instructor whose M.A. is in English. Of the 55 full-time instructors, 9 have Ph.D.s (five acquired within the past 10 years), 25 have M.A.s, 9 have M.S.s, 4 have M.F.A.s, 3 have M.A.T.s, 2 have M.Ed.s, 2 have D.M.A.s, 1 has an Ed.S., 1 has an M.Phil., and 1 has an M.A.I.S. Three instructors hold more than one degree beyond the baccalaureate, and one holds a post-master's education specialist certificate.

Since the last self-study, there has been a significant turnover in the Arts and Sciences faculty. Of the 35 faculty members who left in the last 10 years, 29 retired and 6 accepted positions elsewhere. All but three of these positions have been replaced. When the full-time faculty member in Latin American studies left, class enrollments in the area were low; the program became inactive and the position was not replaced. The full-time German instructor was not replaced; a part-time instructor who teaches French now also teaches German. Twenty tenured positions were replaced by tenured positions, while nine tenured positions were replaced by soft-dollar positions, one in drama, three in English, one in history, three in math, and one in sociology.

During the same 10 years, six new Arts and Sciences positions were created (three tenure track and three non-tenure track): one (tenure track) in Yakima and five (two tenure track and three non-tenure track) in Grandview. (See Standard Four: New Faculty Positions.)

Part-Time Faculty

The division also counts approximately 93 part-time instructors (the number varies between quarters and years) who appear on the certified candidate list. These faculty members meet the qualifications stipulated in the YVCFT Agreement and have been interviewed and "certified" by the dean and members of departments in which they desire to teach. "Approved" candidates are individuals who have taught at least five instructional units (IUs) (or one five-credit class) per quarter for a given department in four of the previous six quarters, excluding summers. Among part-time instructors, some adjuncts are instructors who qualify for benefits. Their number also varies between quarters. (See Standard Four for a description and table of faculty who qualify for benefits.)

The YVCFT Agreement (Article XVI, Section 1) requires part-time instructors to have a master's degree in their discipline or a B.A. in the field of specialization with extensive professional experience in performing the duties of the position at the college level. (See Standard Four for a table identifying part-time instructors.)

Faculty Load

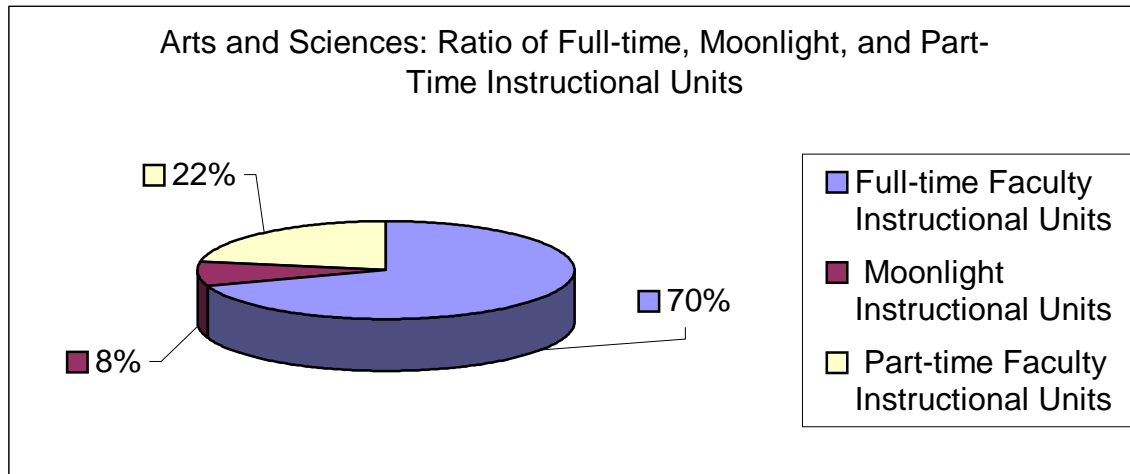
Full-time load is designated in the YVCFT Agreement. Table A-2.12 and Figure A-2.1 show the instructional units distinguished by full-time, moonlight, and part-time status. This mix needs careful monitoring because availability of qualified part-time instructors in the Yakima area can be a serious concern.

Table A-2.12 FULL-TIME, PART-TIME, AND MOONLIGHT MIX, 2000–2001

Full-time Instructional Units	Moonlight Instructional Units	Part-time Instructional Units	Total Instructional Units
2,108.75	246.25	668.50	3,023.50

Data is from FACforms

Figure A-2.1 FULL-TIME, PART-TIME, AND MOONLIGHT MIX, 2000–2001



Faculty members may receive release time from teaching or load credit for instruction related and program related activities, as approved by the dean. The budget for these “special assignments” has been limited; however, in 2000–2001, a total of 108 IUs were granted for faculty assignments in the following areas:

- Coordination of learning communities and linked classes.
- Assessment plan development and documentation of department self-study.
- Development, presentation, and revision of capstone proposal.
- Evening and Weekend Work Group.
- Curriculum development in biology and music.
- Community Outreach Work Group.
- Coordination and faculty assignments in the Writing Center.
- Special assignment to coordinate the Math Center.
- Mentoring new faculty and part-time faculty.

- Additional advising by full-time faculty for the Intercollegiate College of Nursing Program, evening and weekend students; assignment of part-time faculty to advising.

Some departments (English, Math, and Psychology) would like release time regularly assigned to the department chair to reflect the significant load of course scheduling with full- and part-time faculty, communicating with part-time faculty, and coordinating other department work. The Physical Sciences Department commented that release time was needed to develop new curricula.

The YVCFT Agreement limits part-time faculty to teaching no more than 10 IUs per quarter. In addition, the large number of part-time faculty members in some departments within the division presents coordination issues for department chairs and communication challenges for both full- and part-time instructors. Due to other obligations, part-time instructors may be prevented from attending regularly scheduled department meetings where members plan the curriculum and assess programs. Compensation for part-time faculty members covers classroom teaching and preparation but not additional meetings. Lack of release time for department chairs, especially in large departments, makes it difficult for them to schedule additional meetings to engage part-time instructors in department activities when part-timers *are* interested and available.

Throughout the Arts and Sciences Division, faculty members report communication between full- and part-time instructors as an area that needs improvement, especially between full-timers at the Yakima campus and part-timers at the Grandview campus. Stronger links of communication have been forged between the two campuses in departments with full-time faculty members on both campuses, since full-time instructors make it a priority to attend joint meetings and participate in curriculum planning. With only part-time instructors in certain departments on the Grandview campus, however, communication is often scant. Members of the faculty are especially concerned about ensuring consistency in courses taught by both full- and part-time instructors; there is a strong feeling that this issue must be addressed in the 2001–2002 academic year. Full-time instructors also see the importance of consistently including part-time faculty in department planning and involving them meaningfully in assessment and ongoing self-study. Such involvement is likely to be a goal in the coming year. Some attempts made to address the issue have been partially successful. One is a part-time faculty handbook distributed by the division to part-time instructors each year. Dr. Allan Clark also developed an orientation for part-time faculty members while he was dean.

The Biology and Physical Sciences departments, in particular, have found it challenging to maintain a pool of qualified part-time instructors. English shares these concerns but has benefited over the years from having a number of long-term, dedicated, and able part-time instructors who have formed a dependable core.

Full-time YVCC instructors are often hired to teach several courses within their disciplines (for example, composition and literature in English) or among disciplines, as in the case of instructors with dual degrees (for example, history and geology, psychology and sociology, and history and geography). Similarly, each department has one or more instructors who are qualified to teach every course offered by the department. This is especially true in large departments such as

Biology and English as well as in departments staffed by one or two instructors, who must assume responsibility for their entire program.

Most departments also have faculty members who have developed specialties. For example, instructors in anthropology and political science have research knowledge of subcultures; an instructor in the Mathematics Department made a study of mathematics in industry; a philosophy instructor demonstrates the application of philosophy to everyday life; and the Psychology Department has strong specialties in learning differences as well as in the use of American Sign Language in cross-fostered chimpanzees. Such ardent professional interests have stimulated the many learning communities offered by the Arts and Sciences Division over the past ten years. These learning communities, spearheaded by a biology instructor, are discussed in this report in the section on Curriculum, Teaching, and Learning.

In addition to extensive community college teaching experience, some faculty members have noteworthy work experience in their fields. For example, instructors in the physical sciences have experience in industry while the Spanish instructors have traveled extensively and lived in Spanish-speaking countries.

Faculty Participation

Faculty members generally serve on one or more committees and participate in student advising, in addition to their regular full-time load. In these areas as well, Arts and Sciences instructors show themselves to be a professionally responsible group.

Seven members of the Arts and Sciences faculty serve on four standing committees recognized in the YVCFT Agreement: Curriculum Committee, Hearing Committee, Library Committee, and Sabbatical Leave Committee. (The full list of participants may be found in Standard Four.)

Depending on the number of new faculty hires in a given year, as many as 25–30 faculty members at a time may be serving on tenure review committees. (The list of participants on tenure review committees may also be found in Standard Four.)

Three division members serve on the President's Council, which is comprised of a cross-section of all YVCC employee groups, divisions, and departments. The purpose of this council is to provide open discussion and feedback to the college president.

Besides participating on these campus committees, members of the Arts and Sciences faculty serve on division committees, participate in work groups, and contribute to special projects, all of which are listed in Table A-2.13. The faculty lecture series, one example of a special project, was initiated and supported by the college administration and coordinated by a committee. Another special project was the talent showcase, featuring performances by the faculty, staff, and students. This event was organized and led by the new drama instructor.

Table A-2.13 2000-2001 ARTS AND SCIENCES DIVISION COMMITTEES AND WORK GROUPS

Division Self-study Standard 2	DARC*	Title V Brainstorming Group	Division Assessment Committee	Community Outreach Work Group	Evening/Weekend Work Group	Professional Development Work Group
Forrest Meister Cousens Dibari Koestler Chama Hayes	Jeske Hayes Calhoon- Dillahunt Kjellman Schapiro Fuzie	Forrest Widner Parnell Harves Bickley Lopez	Hayes Koestler Huycke Shaw Kenyon Parnell	Reed Lopez Meister Cousens Ohrt Schut	Ashworth Arostegui Giordinango Huycke Schapiro Parnell Sabol Fisher	Fike Weedin

*Distribution Requirements and Abilities Reconciliation Committee

Finally, all faculty members of Arts and Sciences participate in student advising. Instructors advise a number of assigned students individually in their offices, participate in orientation sessions to train students as aids in the advising process, and assist in quarterly advising and registration days.

Faculty Development

A faculty activities survey conducted during spring 2000 showed Arts and Sciences instructors participating in two categories of faculty development: 39 entries were submitted in the conference/seminar/workshop category and 24 in the work/field experience/research/development/publishing category (see Standard Four for tables).

The spring 2000 survey recorded faculty activities for only 1998–2000. Therefore, it fails to do justice to the extensive creative output of the Arts and Sciences faculty in the decade since the last self-study.

(Note: Information about the division goal related to professional development and support can be found in the Mission and Goals section of this report.)

Arts and Sciences faculty members have regularly requested sabbaticals over the last 10 years. Records show that generally the sabbatical was granted and usually for the time requested. Most well prepared applications were recommended to the president by the Sabbatical and Leave Committee, although in years when the number of sabbatical applications was especially large, not all requests were recommended for approval. In recent years, budget constraints seem to have discouraged awarding of yearlong sabbaticals. The sabbaticals requested and granted between 1992 and 2001 suggest the scope of faculty interests and activities. Readings, workshops, seminars, and field experience gave Arts and Sciences instructors opportunities to improve language skills, learn the use of specific software for artistic creations, design a new course, study the operation of a career center at another college, or observe the use of math in industrial operations. When granted, yearlong sabbaticals allowed for greater professional regeneration in terms of reading, writing, and travel, culminating in an exhibit for one instructor

and drafts of essays and short stories for another. Division faculty members, who acknowledge that consideration must be given to budget constraints, are concerned about the current lack of yearlong sabbaticals.

Most departments list professional endeavors among their greatest strengths. Records and documentation of those accomplishments are provided in department/discipline notebooks. It is noteworthy, however, that the Visual Arts Department mentions artistic creation of their faculty as the department's "strongest advantage." The department supports active involvement in their instructors' fields of expertise locally, regionally, and nationally.

Faculty members in the departments of Psychology, History/Geography, and Philosophy also have involved themselves in discipline-specific activities. One Psychology instructor, for example, has researched and demonstrated a skill-building program, the Multiple Abilities Profile, designed to help students succeed at YVCC; members of the History/Geography Department hosted this year's annual meeting of the Association of Washington Historians; and in April, the Foreign Language Department co-sponsored a state conference with the American Association of Teachers of Spanish and Portuguese on Caribbean Culture. The philosophy instructor likewise plans to host a two-day conference, "Teaching Philosophy in Community Colleges" in spring 2002.

Individual instructors contribute to state initiatives and endeavors with active participation in state conferences and on state committees, as well. YVCC has dispatched teams to the State Assessment Conference since 1989. Many faculty members were presenters on those occasions and at events sponsored by the Washington Center, the Community College Humanities Association, and others. Furthermore, a biology instructor serves on the Washington Center Learning Community Coordinators Committee; an English instructor holds memberships in the Northwest Writing Centers Association as well as the Two Year College Association, Pacific Northwest division; and a member of the Speech Department has twice been elected president of the Faculty Association of Technical and Community Colleges (FACTC). Further documentation of these activities is provided in department/discipline notebooks.

Faculty Evaluation

The YVCFT Agreement addresses evaluation in three areas. Article X refers to tenure considerations; Article XII, Section 3, part-time evaluation; and Article XV, Section 3, full-time tenured faculty evaluation.

Evaluation of the full-time faculty includes classroom observation by the dean; student evaluations; a teaching self-evaluation; and review of professional development activities, contributions to the college, and instructional innovation. Whenever possible, special assignment faculty members are paired with mentors their first quarter of hire; they are evaluated but lack the benefits of a tenure committee. The current process was established by the new dean, following established institutional processes and relevant areas of the YVCFT Agreement.

Evaluation of the part-time faculty includes student evaluations and collected course syllabi during the first quarter of hire and every three quarters thereafter. While the Board of Trustees' "best practices" policy (Appendix A-2.2) is important, implementing the policy is challenging:

The dean of arts and sciences directly supervises 51 full-time faculty, all Yakima part-time faculty, and 7 staff members, a workload that makes it difficult to complete all the basic evaluations. Demands of the dean’s position render regular observations of part-time faculty impossible at this time. In order to carry out these observations, the dean will require some changes in division responsibilities and workload.

Despite these challenges, the dean has established a three-year evaluation cycle for full- and part-time faculty members (Appendix A-2.3).

Classified Staff

Staffing and support in the division is minimal, creating a heavy workload for the classified staff, the division faculty, and the dean. In the face of budget reductions, finding additional resources and restructuring loads is very challenging. A secretary senior supports the dean and coordinates most of the major processes critical to the division: budgeting, scheduling, evaluation, evening and weekend college trouble-shooting, and college-wide processes and initiatives. In addition, limited support of faculty and instructional programs is provided as follows:

- Humanities. A half-time office assistant supports Foreign Language, Art, Photography, Humanities, Drama and Music programs. The Drama Department employs a stage technician for nine months along with a part-time hourly costumer. The Larson Gallery has a manager funded at 75 percent by the college, while other gallery staff members are paid by the Larson Gallery Guild.
- Math and Science. A full-time office assistant, working out of two separate offices, assists the Math, Biology, Chemistry, Physics, and Geology departments. In addition, a lab technician is shared by Biology and Physical Sciences.
- Other Humanities and Social Sciences. English, Developmental Writing and Reading, Speech, Philosophy, and Social Sciences programs (Political Science, Sociology, Psychology, History/Geography, Anthropology, Ethnic Studies, and Chicano Studies) share a full-time office assistant, who works out of two offices. The Writing Center has two part-time instructional technicians with approximately ten-month assignments, a federally funded work-study position (with a college funding match), and trained peer consultants.

Table A-2.14 provides a list of classified positions.

Table A-2.14 CLASSIFIED POSITIONS

Employee	Position Title	FTE	Number of Faculty/Programs Served
Barwin, Cynthia	Secretary Senior	1.00	Dean of arts and sciences, 49 full-time faculty, evening and weekend part-time faculty. Also serves as a resource person for five classified staff.

Selland, Jan	Office Assistant III	11 months	17 full-time faculty, varying numbers of part-time faculty, 5 departments/disciplines
Dunlap, Dorothy	Office Assistant III	1.00	21 full-time faculty, varying numbers of part-time faculty, 10 departments/disciplines
Stoothoff, Sherrie	Office Assistant III	12 months at .5	7 full-time faculty, varying numbers of part-time faculty, 6 disciplines
Saeed, Saubia	Scientific Instructional Tech I	10 months, full-time	4 biology, 1 physics, and 2 chemistry instructors (full-time); varying numbers of part-time faculty; some support of Grandview chemistry classes
Temporary	Stage Technician I	10 months	Supports drama and music productions
Johnson, Linda	Costumer	Part-time hourly	Supports drama and music productions
Smith, Brad	Instructional Tech I	Part-time	Supports Writing Center
May, Laura	Instructional Tech I	Part-time	Supports Writing Center

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Employee	Position Title	FTE	Number of faculty/Programs served
Jonathan Franklin	Stage Technician I	10 months	Supports drama and music productions

Staff Evaluation

Staff members are evaluated according to the Higher Education Personnel Board (HEP-Board) processes and standards.

Student Work-Study And Work-Aide Support

Because the workload in Arts and Sciences is not fully supported by the current level of staffing, student help is particularly important. Such help, however, is often difficult to acquire, train, and retain.

Work-study and work-aide students perform a variety of tasks—typing, filing, and posting materials—as well as a series of faculty assigned duties, such as setting up labs or sets for performances. The Biology Department has been fortunate to have the services of the same student for the past three years. In contrast, the Humanities, Music and Drama departments requested four student workers for the 2000–2001 academic year with the following results: only one student worker was hired, and the student left after fall quarter; two students were hired

for winter quarter, but they did not stay the full quarter; finally two more workers were hired in spring, one of whom was unable to work because of illness.

The Financial Aid Office reports a decline in the number of student aide workers. This may be due to the base rate of \$6.72 per hour and the number of hours restricted by the budget of a given department or program. Another issue is balancing opportunities for students to promote their own skills with the needs of division programs for efficient staff assistance.

Analysis And Appraisal Of Faculty And Staff

Strengths

- Well-qualified faculty members, some with degrees in more than one discipline.
- Strong individual interests and specialties, which contribute to a vital program of learning communities.
- Solid faculty participation on institutional and division committees.
- Excellent creative outputs by departments and individuals.
- An effective plan for faculty evaluations at the piloting stage.

Challenges

- Shortage of qualified part-time candidates for faculty positions.
- Lack of consistent and sufficient communication with part-time faculty on both campuses.
- Lack of adequate support for the dean, faculty, and department chairs. Despite college-wide budget reductions over a number of years, staffing in the division must be addressed. Considering the complexity of departments, the numbers of faculty members and students served, and the importance of carrying out division work, adequate support is critical. Other divisions provide models that warrant consideration, but changes may only be made within existing resources, a serious limitation.
- Lack of sufficiently large pools of candidates willing to apply for soft-dollar full-time faculty positions. Fortunately, despite this challenge, new faculty members hired in soft-dollar positions have been excellent.

Recommendations And Actions Taken

Recommendations	Action(s) Taken
Continue to extend release time for faculty members appointed to a variety of leadership roles addressing division-level goals and initiatives.	To date, assignments have been made to support advising, course scheduling, and assessment and implementation of the capstone recommendations.
Create resources and alternatives to strengthen staffing and support in the division.	Review will occur over summer 2001.
Determine ways to establish and maintain communication with part-time instructors.	Will be addressed during convocation week 2001.

Recommendations	Action(s) Taken
Consider strengthening part-time orientation, establishing a full-time contact person for each part-time instructor, and holding retreats to include the part-time faculty.	Will be addressed during convocation week 2001.
Replace present and future faculty soft-dollar positions with tenure-track positions to the greatest extent possible.	Three positions in the current year were moved from alternative to state funds.
Continue to implement the faculty evaluation plan.	The dean will work diligently to implement the plan.

CURRICULUM, TEACHING, AND LEARNING

Yakima Valley Community College's Arts and Sciences curriculum reflects state consensus about transferable general education, accreditation standards, and the faculty's long-term commitment to both interdisciplinary and abilities-based learning. YVCC offers four Associate of Arts degree options, all of which require students to take basic skills and distribution courses in addition to electives or courses that prepare them for a specific emphasis such as science, business, early childhood education, or agriculture.

YVCC faculty members have been engaged in extensive, ongoing, campus-wide discussions of college-wide abilities since the last self-study. As a result of these discussions over many years, the faculty has identified eight general abilities students practice as they progress through the degree requirements. Faculty assess student abilities in courses throughout the curriculum. Department/discipline notebooks have been designed to deliver a clear record of this work—the changes instructors are making, how they are gathering evidence of assessment and student learning, and what improvements are needed. All of these components require unprecedented coordination among full-time faculty members regarding the curriculum as well as a willingness to look beyond their disciplines to the experience of student learning across the degree.

While the division made significant progress in integrating the practice and assessment of abilities into courses, efforts fell short of resolving how abilities and degree requirements should be reconciled in two-year transfer degrees. A faculty committee worked this last year drafting a proposal for a required one-credit capstone course, which would enable students and instructors to assess student progress in developing abilities across the degree. The Curriculum Committee granted preliminary support for this proposal.

The Arts and Sciences Division enrolls more students than any other area of the college (see Appendix A-2.12), and it serves a wide variety of students, including Running Start students, PACE students and other members of the community. Consequently, the Arts and Sciences faculty must consider the needs of all these groups of students when planning the course schedule.

The dean, in consultation with the Arts and Sciences department chairs, formed an assessment committee comprised of one faculty member from English and Mathematics departments (the Mathematics Department representative was also from the Grandview campus), a faculty member from each distribution area, and one member experienced with data management and

analysis. With the help of the Assessment Committee, the dean formalized an assessment plan. The purpose of this plan is to generate data which will allow the division to evaluate how well it places incoming students into classes, how well students progress through their degree requirements, and how successful students are after they leave YVCC. The Assessment Committee will monitor the annual division self-study process, evaluate the division assessment plan, and recommend changes. Further implementation of the assessment plan should promote discussion about assessment across the division. Arts and Sciences will continue to make certain that its data are accurate and will investigate new ways of using the available data for improvement.

ARTS AND SCIENCES: CURRICULUM

Washington State's Intercollege Relations Commission (ICRC) is a voluntary association of accredited institutions in the state intended to facilitate the transfer of students between state institutions. In 1996, the ICRC approved the current Direct Transfer Agreement (DTA) guidelines, which ensure that transfer degrees fulfill the general education requirements of participating baccalaureate colleges and universities. This agreement has shaped most community college general education programs, including those at YVCC. It allows students full articulation of an A.A. degree with junior status and the flexibility of pursuing any major. Baccalaureate institutions that have adopted the guidelines are listed in the 2000–2002 YVCC catalog.

As described in the Accreditation Handbook, the Commission on Colleges' standards for transfer associate degree programs (Standard 2.C) emphasize awareness of the fundamental areas of knowledge: offerings in the humanities and fine arts, the natural sciences, mathematics, and the social sciences, as well as courses that focus on the interrelationships between the major fields of study. The commission also encourages the mastery of competencies for independent learning: written and oral communication, quantitative reasoning, critical analysis and logical thinking, and appropriate discipline literacy/technology. These standards are congruent with the ICRC-approved distribution and basic skills requirements found in YVCC's transfer degrees.

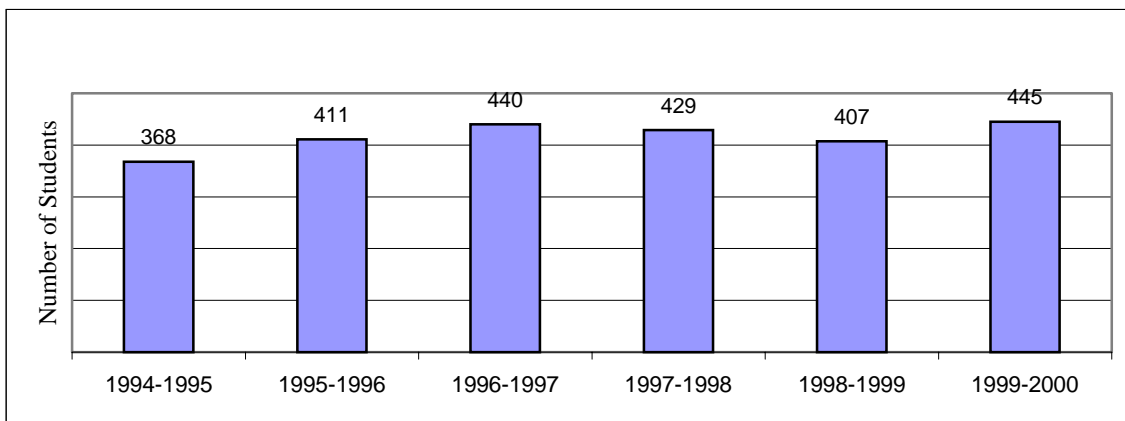
Arts and Sciences faculty members at YVCC have a long-time commitment to interdisciplinary work. This is reflected in many different ways—in individual classrooms, humanities sequences, special topics classes, learning communities, and linked courses, to name a few. Introductory humanities courses are designed to tie classes together and give students general background related to world-changing ideas, historical and cultural perspectives, and important persons in history. Two examples of team-taught, special topics classes include 2001: A Space Odyssey (joining photography, music, anthropology, physics, and literature) and The Salem Witch Trials (combining perspectives from psychology, political science, anthropology, and drama). Every year learning communities and linked classes (see definitions in the Teaching section of this report) help students connect learning rather than experience it in separate, fragmented pieces.

Faculty members also have been committed to abilities work spanning more than eight years. The practice and assessment of abilities across the curriculum extends the basic skills requirements of the degree to help students develop competencies for independent learning through all their general education coursework. (Note: Abilities work in Arts and Sciences is described in detail in the Abilities section of this report.)

YVCC offers four Associate of Arts direct transfer degree options, described in the YVCC catalog. In addition, the Curriculum Committee recently approved the Associate of Science transfer degree, effective fall 2001. The ICRC developed the Associate of Science degree to allow students who want to major in science or engineering to take course sequences comparable to their counterparts who declare early majors at four-year colleges. Without this degree, students often take a year longer to complete the required course sequences of their major. The Associate of Science degree fully transfers. Because it splits general education between the community college and the baccalaureate institution and because it assumes a specific major, however, the degree is less flexible and not considered a "direct" transfer degree. YVCC also has an articulation agreement with WSU, Tri-cities for pre-engineering students. This agreement combines prerequisite and required courses for the associate's and bachelor's degree programs to increase curricular and graduation efficiency, decrease cost, and strengthen coordination and advising at both institutions. WSU has a branch of the Intercollegiate Nursing Education Program (ICNE) on the Yakima campus. Interested students are referred to YVCC for specialized advising and to complete an A.A.–Science Option degree that contains the nursing prerequisites for the ICNE Program. This program gives approximately 20 place-bound students per year an opportunity to obtain a Bachelor of Science in Nursing (BSN).

YVCC students indicate on their applications whether they plan to transfer to a four-year college after they graduate. Only some of these students who initially plan to transfer actually complete a degree. Similarly, only some YVCC students who complete a degree actually transfer, while a small number transfer to a four-year institution prior to completing a degree. Figure A-2.1 shows the number of students completing transfer degrees over the last six years. (For more information about degree-earning students, see the Students section of the Arts and Sciences report.)

Figure A-2.2 NUMBERS OF ASSOCIATE (AA) DEGREES GRANTED AT YVCC

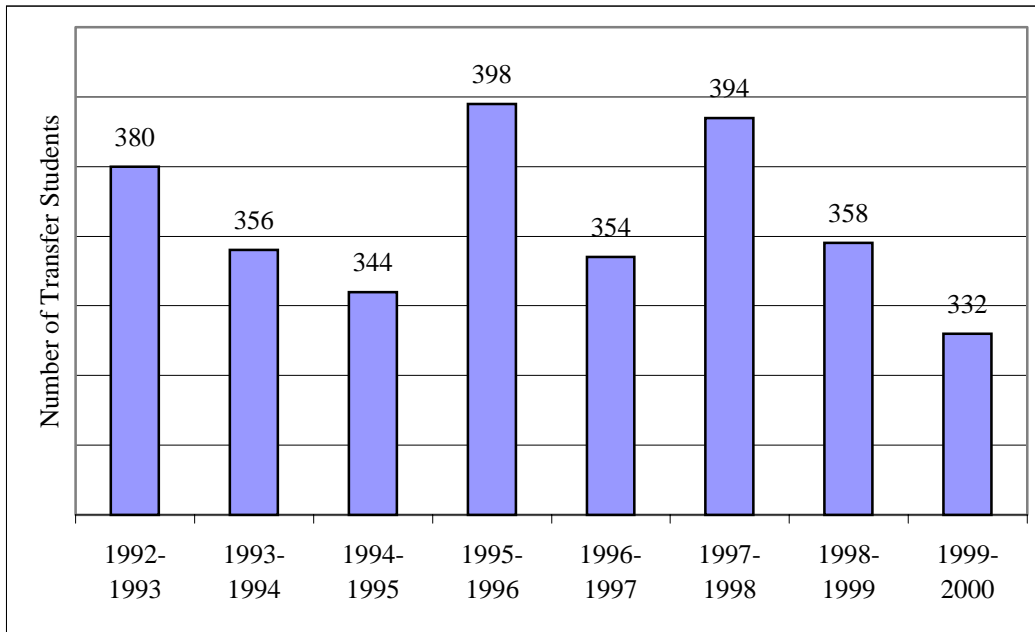


(Source: Academic Year Reports, SBCTC)

Most YVCC students who transfer within Washington State enroll at either Central Washington University or Washington State University. Some also transfer to Heritage College, a small liberal arts college in Toppenish, Washington approximately 15 miles from Yakima. Figure A-

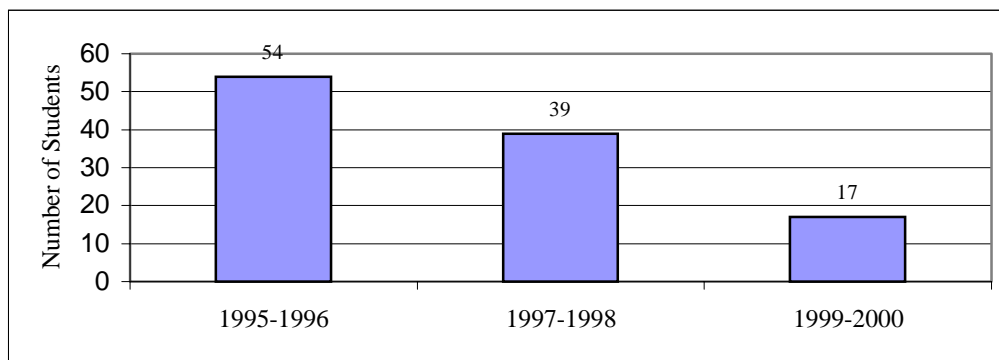
2.2 and A-2.3 show the total number of YVCC transfer students to public four-year colleges in the last eight years along with the available information during the last five years about student transfers to Heritage. Appendix A-2.4 provides further information about the number of students transferring to the following four-year institutions over the last five years: Central Washington University (CWU), Washington State University (WSU), the University of Washington (UW), Eastern Washington University (EWU), Western Washington University (WWU), and The Evergreen State University (TESC).

Figure A-2.3 YVCC TRANSFERS TO PUBLIC FOUR-YEAR SCHOOLS



(Source: Transfer Reports, SBCTC)

Figure A-2.4: YVCC Transfers To Heritage College



(Source: Student Mobility Statistical Report, ICRC)

Arts And Sciences Associate Of Arts Degrees

As mentioned earlier in this report, Associate of Arts degrees at YVCC require students to take courses from two major categories—basic skills and distribution courses—along with electives and/or courses in preparation for a specific emphasis. The YVCC Curriculum Committee grants distribution status to a course according to criteria approved by the committee in 1997.

Basic Skills Degree Requirements

Direct transfer degrees require students to be proficient in basic college-level communication and quantitative skills. However, most YVCC students test into pre-college levels of math, English, and reading and must take one or more pre-college courses before they can begin college-level work in these disciplines. Because of the preparation level of incoming YVCC students, the Mathematics and English departments offer sequences of developmental courses to prepare students for college-level work. The English Department also offers courses to serve the small number of students needing English as a second language (ESL). ESL students are typically Asian, many of whom are at YVCC to study hospitality and tourism. (Note: Additional information about the ESL program may be found in the English Department notebook.)

To meet the basic communication requirement of a transfer degree, YVCC students take two English composition courses. Two degree options (the traditional Associate of Arts and the Associate of Arts–Science Option) stipulate an additional three credits of writing or speaking. Courses in English and speech fulfill this requirement as does College Seminar. To meet the quantitative requirement, YVCC students must be proficient in intermediate algebra and take five credits of quantitative coursework. Math and philosophy instructors offer courses that satisfy quantitative proficiencies, as do business and information technology instructors.

(Note: The YVCC 2000–2002 catalog and the degree worksheets, located in Appendix A-2.5, show a discrepancy in the way “Group B” and “Group C” of basic skills requirements are labeled. Fortunately this error has not caused confusion for students, and it will be corrected in the next college catalog.)

Distribution Courses And Electives

In order to graduate with an Associate of Arts transfer degree, YVCC students must complete distribution courses which introduce students to the content and methodology of three major areas of knowledge: the humanities/fine arts, natural sciences/math, and social sciences. (Note: The criteria for approved distribution courses are summarized at the beginning of each distribution section that follows.) YVCC makes sure that students are exposed to a broad range of knowledge by requiring specific numbers of credits from each area. Supplemental requirements also appear in each distribution area to ensure students are exposed to a variety of disciplines. Courses that meet these distribution and supplemental requirements are listed in the 2000–2002 YVCC catalog. Students earning a transfer degree must also complete elective credits, satisfied by any college-level course, or core credits of their degree option. While course offerings on the Yakima campus are more extensive than at the Grandview site, offerings at both campuses are described under each discipline.

Humanities/Fine Arts Curriculum

The humanities distribution area includes courses in art, photography, drama, music, Spanish, German, philosophy, reading, speech, English, and humanities. Courses that meet humanities distribution are those that:

- Explore expressive, creative and/or aesthetic products of human effort through the arts, languages, literature, philosophy and/or religion.
- Examine ethics, sociocultural values, qualitative judgments, and/or interpretation of these concepts, to help students appreciate and evaluate human expression.
- Are accomplished by examining the products of human expression through the direct participation of the student in the creative process.

Each discipline and course with humanities distribution credits identifies and assesses student-learning outcomes. These outcomes are located in department/discipline notebooks and included in Appendix A-2.6.

No full-time faculty members are assigned exclusively to humanities classes; both full- and part-time instructors teach these courses. YVCC offers a three-course introduction to humanities sequence (ancient Greek, Roman, and Asian cultures; humans and their arts in the Renaissance; and society, arts, and ideas in the Modern Era), an American pop culture sequence, and a course on important persons in western civilization. Periodically, special topics in the humanities are team-taught by faculty representing diverse disciplines and perspectives. On the Grandview campus, English instructors have also offered Critical Thinking, a humanities course. (Note: Because humanities is not viewed as a discrete discipline, it does not have a separate self-study.)

Communications

The Communications Department includes the disciplines of speech and reading. In addition, the Communication Department offers basic classes in journalism and mass communications. These communications classes are taught by a full-time instructor who also teaches photography. An adjunct faculty member teaches American Sign Language (ASL) on interactive television.

Speech. The Speech faculty offers courses in public speaking, interpersonal and small group communication, persuasive speaking, listening, interpretive reading for performance or theater arts, and leadership. With sufficient student interest, faculty members also offer Introduction to Speech Correction and Intercultural Communication. Students whose work focuses on speech communication in sales, public service, radio, or television may earn Co-op credit through the department. On the Grandview campus, adjunct faculty and a counselor teach speech courses. Introduction to Public Speaking, Fundamentals of Speech Communication and Interpersonal Communication meet either a basic skills requirement or humanities distribution. Readers Theater and Oral Interpretation fulfill humanities distribution requirements.

Reading. Reading faculty members offer Critical Reading, College Reading Skills, and Professional/Technical Reading. Currently, reading courses are unavailable on the Grandview campus. Critical Reading meets humanities distribution. In addition, students may enroll in a literacy-tutoring course, which gives them an opportunity to participate in two community

service programs, America Reads and Keeping America's Promise. The department also sponsors a reading club.

English

In addition to pre-college and college composition courses, the English faculty offers introductory and survey courses in American, British, and multicultural literature, including Introduction to Poetry, Introduction to Shakespeare, Women in Literature, Survey of Latin American Literature, and Writers and Ideas. The department also offers Creative Writing, Poetry Workshop, and Student Literary Journal, a publishing course. Some online composition and literature courses have been provided, as well. On the Grandview campus, English faculty members teach pre-college and college composition courses, and full- or part-time instructors offer at least one literature course per quarter. While college composition courses fulfill basic skills requirements, all literature and some writing courses meet humanities distribution. Furthermore, the English faculty encourages students on both campuses to participate in computer-assisted writing, peer tutoring at the writing centers, and student/community readings sponsored by the student literary journal, Prism.

Fine Arts And Philosophy

The Fine Arts and Philosophy Department includes the disciplines of art, drama, music, philosophy, and photography.

Art And Photography. The Art/Photography faculty offers a non-majors art course, Art Appreciation; a series of introductory art courses, such as Art History, Drawing, and Design; and several sequential courses in specific media, including oil and acrylic painting, watercolor painting, metalsmithing, and ceramics. On the Grandview campus, adjunct faculty members have offered Art Appreciation, Art History, Drawing, and Painting. In addition, the department provides a basic photography course, an introductory series, and an advanced photography course. Many art and photography courses fulfill humanities distribution requirements of the Associate of Arts transfer degree. Specific tracks in photography, ceramics, and painting are supported by independent study opportunities for students. Faculty members support student learning by offering evening studio hours twice a week and encouraging students to show their artworks in an annual exhibition. Art/Photography also supports the campus and the community through the Larson Gallery, located on the Yakima campus. The annual exhibition of student and faculty artwork from both campuses is the main showcase for the department, while the National Photo Show helps to publicize the photography program.

Drama. The Drama Program offers Introduction to Drama, Contemporary Theatre, a sequence in theatre history, and beginning, intermediate, and advanced acting courses. On the Grandview campus, adjunct faculty members teach Introduction to Drama as well as beginning and intermediate acting. All of these courses meet humanities distribution requirements. In addition, faculty members offer students opportunities to participate in at least one main stage production each quarter on the Yakima campus and in community productions on the Grandview campus. Specialized courses, such as Stage Combat, are also provided for students planning to transfer to a four-year college and major in drama.

Music. The Music faculty offers History of Jazz, Music Appreciation, and Music of the 20th Century, all of which count toward humanities distribution credit. The department also provides performance courses, including choir, jazz ensemble, chamber singers, jazz combos, and chamber ensembles. Students may apply five credits of performance credits toward humanities distribution. Faculty members on the Yakima campus teach Music Appreciation and History of Jazz to students on the Grandview campus via interactive television. Further offerings include a six-quarter sequence in music theory and ear training for future music majors as well as private study in their major instrument or voice; faculty members recommend these students also participate in at least one major performing ensemble.

Philosophy. The Philosophy faculty offers Introduction to Philosophy, World Philosophy, Introduction to Ethics, and Introduction to Logic, courses traditionally taught at the community college level. The first three classes meet humanities distribution requirements, while the course in logic meets natural science/math distribution. Students may also take Introduction to Logic to fulfill the basic skills quantitative requirement for some transfer degree options. Faculty members on the Yakima campus provide philosophy courses to students on the Grandview campus via interactive television and the Internet.

Foreign Language

The Foreign Language faculty offers first-year German and French courses along with first- and second-year Spanish courses. On the Grandview campus, adjunct instructors teach first-year and conversational Spanish. Sequential courses, such as Spanish 101, 102, and 103, satisfy humanities distribution requirements. The Foreign Language Department is responsive to opportunities for onsite course offerings at community-based locations and sponsors periodic travel/study programs to Spanish-speaking countries.

Natural Science/Math Curriculum

The natural science/math distribution area consists of physical science courses, including chemistry, physics, geology, and astronomy; biology courses, including botany and zoology; and mathematics courses. Courses that meet natural science/math distribution:

- Present major theories used to describe numerical, physical, and/or biological systems.
- Present the validity and limitations of these theories and the methods used to test them.
- Integrate the course content with other fields of science and/or with broader human concerns.

Each discipline and course within the natural science/math distribution area identifies and assesses student-learning outcomes. These outcomes are located in department/discipline notebooks and Appendix A-2.6.

Biology

The Biology Department offers a three-quarter sequence in general biology, botany, and zoology for students intending to transfer to a four-year university as biology majors. Lab courses, including two- and three-quarter sequences, fulfill requirements for the A.A. and A.A.–Science Option degrees. The department also provides non-majors courses in basic biology,

environmental biology, human genetics, and the natural history of the Yakima Valley. For students entering allied health programs, faculty members offer biology, anatomy and physiology, and microbiology courses, while for dental hygiene students, they teach head and neck anatomy along with oral histology and embryology. On the Grandview campus, adjunct instructors teach introductory biology courses for both non-majors and potential biology majors. The department's collaborative learning model has gained respect across the state and beyond for the way it involves students in presentations, open-ended group labs, and seminars or case histories.

Mathematics

Course offerings in the Mathematics Department include The Nature of Math, College Algebra, Trigonometry, Elementary Functions, Algebra Applied to Business, Calculus Applied to Business, Math for Elementary School Teachers, Linear Algebra, Differential Equations, and a four-quarter calculus sequence. College-level math courses fulfill natural science/math distribution or may be used to meet the quantitative requirement of basic skills. On the Grandview campus, full- and part-time faculty members teach all math courses, except for Differential Equations. Two courses, business algebra and business calculus, are scheduled regularly on the Grandview campus but have yet to reach sufficient enrollment for the courses to operate. The Mathematics Department actively implements technology. For example, a graphing calculator is required for most courses higher than Math 095, and in many calculus courses on the Yakima campus, instructors use the computer software DERIVE to supplement traditional classroom instruction.

Physical Sciences

The Physical Sciences Department includes the disciplines of astronomy, chemistry, geology, and physics. All physical science courses meet natural science/math distribution. Physical sciences emphasize projects, laboratory experiments and feedback to students on homework and tests. In addition, general chemistry and general physics sequences feature integrated computer-interfaced data collection.

Astronomy. An adjunct faculty member approved by the department offers a one-quarter survey of astronomy on the Yakima campus. Grandview students have access to this course via interactive television.

Chemistry. Chemistry courses support study in allied fields as well as provide a foundation for further study in chemistry. Faculty members offer a one-quarter (non-lab) introduction to chemistry course, a two-quarter sequence in chemistry for the health sciences and for horticulture students, and a three-quarter sequence in college chemistry. On the Grandview campus, adjunct faculty members provide introductory chemistry courses for both non-majors and students who intend to major in chemistry. In cooperation with Central Washington University, YVCC students may take a three-quarter organic chemistry lecture sequence on the YVCC campus. The accompanying two quarters of organic chemistry lab are regularly offered at the Yakima campus when enrollment is sufficient. When enrollment is insufficient, however, students must travel to Central Washington University in Ellensburg for the organic chemistry labs.

Geology. The Geology faculty offers a two-quarter sequence in geology, as well as Geology of National Parks, Geology of Washington, and Environmental Geology. On the Grandview campus, adjunct faculty members provide geology courses for both non-majors and students who intend to major in geology at a four-year college.

Physics. General physics and engineering physics courses provide strong backgrounds in classical physics (mechanics, energy, work, electricity and magnetism, thermodynamics, optics, and waves). The Physics faculty offers a three-quarter college physics sequence, which is algebra/trigonometry based; a three-quarter college physics sequence, which is calculus based (intended for the mathematics, physics, chemistry, or engineering transfer student); and a one-quarter course in electromagnetic/technical physics, which is part of the Radiologic Sciences Program.

Social Sciences Curriculum

The social science distribution area includes courses in anthropology, Chicana/o studies, ethnic studies, geography, history, political science, psychology, and sociology. Social science is listed in the catalog with one course, Death and Dying. This course may need to be incorporated into either sociology or psychology in the future. (Note: There is no separate social sciences self-study.)

Courses that meet social science distribution:

- Deal primarily with fields of study which explore the results of human interaction—whether historical, sociological, psychological, political, or economic.
- Demonstrate the tensions, conflicts, and resolutions in human events and provide an understanding necessary to interact positively within society.
- Describe one of the roles of social science as a bridge between the humanities and natural sciences.

Each discipline and course within the social science distribution area identifies and assesses student-learning outcomes. These outcomes are located in department/discipline notebooks and in Appendix A-2.6.

History And Political Science

The History and Political Science Department includes the disciplines of geography, history, and political science.

History And Geography. History and Geography faculty members offer a three-course western civilization series, a two-course U.S. history series, and a world geography course. On the Grandview campus, a full-time history/political science instructor teaches the western civilization and U.S. history series, while adjunct faculty members occasionally teach physical geography. Specialty courses, such as the History of Mexico and Modern East Asia, are also provided on a limited basis. Various history courses meet humanities and social science distribution. World geography meets social science distribution.

Political Science. Political Science offers Introduction to Political Science, State and Local Government, U.S. Politics and Government, International Relations, and Contemporary World Problems. These courses meet social science distribution. On the Grandview campus, a full-time history/political science instructor teaches U.S. Politics and Government.

Psychology

The Psychology Department offers General Psychology, Introduction to Behavior Disorders, Methods of Scientific Inquiry, Principles of Crisis Intervention, and a two-course sequence in human lifespan development. On the Grandview campus, an adjunct faculty member and a counselor teach the psychology courses. All of these courses meet social science distribution. The department also offers a lifespan development course for the Chemical Dependency Program in the PACE Division; it does not fulfill any distribution requirement.

Sociocultural Studies. The Sociocultural Studies Department includes the disciplines of anthropology, Chicana/o studies, ethnic studies, and sociology.

Anthropology. The Anthropology faculty offers Introduction to Anthropology, Cultural Anthropology, and Physical Anthropology. On the Grandview campus, adjunct faculty members teach Cultural Anthropology. Specialized courses, such as Indians of the Mid-Columbia and Mayas and Aztecs, are also offered on the Yakima campus. Physical Anthropology meets natural science distribution, and all other courses meet social science distribution.

Chicana/O Studies. The Chicana/o Studies faculty member offers Chicana/o Experience in Contemporary Society and Chicana Studies, both of which fulfill social science distribution requirements. Another course, Chicana/o Art and Expression, meets humanities distribution. The Yakima faculty member provides Chicana/o studies courses to Grandview students primarily via interactive television. Occasionally, the full-time Yakima instructor teaches courses in Grandview as part of his regular load. In 2000–2001, the Chicana/o Studies faculty member was on leave; therefore, the self-study for Chicana/o studies will be completed in the coming academic year.

Ethnic Studies. The Ethnic Studies faculty offers American Ethnic Minorities, U.S.–Indian Relations, and Ethnic Curriculum, which meet social science distribution. The courses Media, Art, & American Ethnicity and the African American Experience fulfill humanities distribution. Yakima faculty members offer ethnic studies courses to Grandview students primarily via interactive television. Occasionally, a full-time Yakima instructor teaches courses in Grandview as part of his regular load. The ethnic studies instructor also collaborates with community members to develop relevant courses for the ethnic community.

In spring 2000, the Curriculum Committee approved certificate programs in ethnic studies with three curriculum program options—Chicano Studies, Native American Studies, and Latin American Studies—designed to help students acquire the knowledge and skills to appreciate and understand the history and cultures of American ethnic-cultural minorities. These certificates serve as foundation courses for students who plan to major in ethnic studies at four-year schools. The courses may also be combined with professional and career program certificates and degrees to augment preparation for work in diverse communities and work places. Courses for the Latin

American Studies Certificate are no longer consistently offered since the Latin American Studies faculty member left YVCC. Some courses for the other certificates are offered only on the Yakima campus; currently some but not all of the requirements of these certificates may be fulfilled in Grandview.

Sociology. The Sociology faculty offers an introductory survey course, Contemporary Social Problems, Marriage and Family, and Sociology of Sex and Gender. On the Grandview campus, adjunct faculty members teach all four courses. These courses meet social science distribution. Students also have opportunities to earn elective credits in field experience, community service, and independent study.

ABILITIES

YVCC faculty members have engaged in extensive, ongoing, campus-wide discussions of student abilities since the last self-study. As a result of these discussions over many years, the faculty has identified eight general abilities they believe students practice while progressing through their degree requirements. (Note: These general abilities are listed and described in the overview section of Standard Two, under “Abilities.”)

Instructors are designing ways to assess student abilities in courses in every area of the curriculum. The Curriculum, Teaching, and Learning section of each notebook contains several forms and materials showing how this works. Appendix A-2.1 presents the form numbers, the titles of the forms, and brief descriptions of what the forms include. Though this work is still in progress, YVCC could not have come this far without serious faculty commitment and leadership.

History of Abilities Discussions

The evolution of abilities at YVCC has spanned more than 12 years. YVCC’s “Blueprint for the 21st Century,” described in the last self-study, called for an institutional plan for outcomes assessment. As a result, faculty members researched outcome assessment models used at other institutions. As part of their research, YVCC representatives attended workshops at Alverno College, a private women’s college in Milwaukee, Wisconsin, well known for its abilities-based curriculum. Early discussions and activities emphasized classroom assessment techniques and writing across the curriculum. Then, in 1994, the vice president for instruction chaired a series of meetings for interested faculty with the goal of identifying the desired characteristics and qualifications of graduating YVCC students. As a result of research and discussions, the faculty became increasingly aware that they needed to agree on college-wide student outcomes compatible with degree requirements and ICRC guidelines, so students could acquire the abilities they would need beyond graduation—at four-year colleges and universities, as citizens, or in the workplace.

By spring 1995, a faculty committee identified abilities which they believed all students in the course of their YVCC experience should practice: aesthetic response, historical perspective, critical thinking and communication. As part of a subsequent portfolio project, which included 100 students, faculty members assessed the extent to which the students were able to practice the four abilities in their courses. Critical thinking and communication proved to be widely practiced abilities; many courses offered opportunities for practicing and acquiring historical

perspective and aesthetic awareness, as well. In summer 1996, a faculty committee was formed to draft a more comprehensive plan including all abilities considered desirable for a YVCC graduate. Members of this committee presented a proposal to the entire faculty at the 1996 convocation. As a result of faculty discussions and surveys, cross-cultural/global perspective was added to the list of abilities and critical thinking was divided into analytical reasoning and problem solving. Further surveys resulted in faculty endorsement of the current eight abilities. The Curriculum Committee reached consensus and approved them on May 27, 1997.

In fall 1997, the Curriculum Committee endorsed a new course outline format which included student outcomes, objectives, abilities, and assessment criteria for these abilities. During winter and spring 1998, a college-wide committee wrote model course outlines for representative courses, paying special attention to assessment criteria. In spring 1998, the Degree and Abilities Reconciliation Committee (DARC) was formed to study the ICRC transfer degree guidelines and all YVCC degrees along with the YVCC abilities. After conducting their study, DARC needed to present to the Curriculum Committee a proposal for an abilities-based curriculum. The Curriculum Committee accepted DARC's recommendations and timeline for implementing them in May 1998. This work is currently in progress.

Throughout this process, YVCC maintained close contact with the State Assessment Office and collaborated with other faculty from colleges and universities in Washington. Faculty members also attended and delivered presentations at many statewide conferences. From 1993–1998, YVCC was the recipient of a Department of Education Title III Developing Institutions Grant, which funded a number of local assessment activities.

The faculty development part of the Title III grant included modifying curriculum to incorporate new strategies and more clearly defined goals in instruction and assessment. YVCC invited representatives from Alverno College to give a workshop entitled “Learning through Assessment” on March 1, 1994. Five YVCC administrators and 39 faculty members participated in this workshop, which proved to be a seminal event, leading to faculty development trips to Alverno and participation in a series of workshops conducted on the YVCC campus and led by faculty from other colleges. Convocation 1995 devoted time to a full-day “Assessment as Learning” workshop. Faculty members received stipends to develop a collaborative course in the humanities and social sciences with a focus on analytical reasoning and communication. Further plans to develop these courses into a program of “core courses” failed for lack of general support. Discussions about core and capstone courses continued. Current plans include a capstone course which the faculty does support. Title III also funded department retreats. A Math Department retreat resulted in different course designations and combinations, while a series of statewide writing/thinking workshops sponsored by the State Board for Community and Technical Colleges (SBCTC) led to a two-day seminar for Professional and Career Education (PACE) faculty and writing retreats for the English Department. The retreats focused on writing assignments and responses to student work, enabling curricular changes that are reflected in the English Department's current course outlines.

Current Abilities Discussion

Despite significant progress in integrating abilities into courses, the issue of how abilities and degree requirements should be reconciled in transfer and applied two-year degrees still needed to

be resolved. In December 1999, the vice president for instruction asked the deans of PACE and arts and sciences to recommend how this should be accomplished. While the dean of PACE offered a recommendation for PACE degrees and programs to the vice president, the issue remained up in the air for Arts and Sciences transfer degrees when the new dean arrived in summer 2001. The dean reconvened a second Distribution and Abilities Reconciliation Committee (DARC2) in winter 2001, resulting in a capstone proposal (Appendix A-2.7) presented to Arts and Sciences faculty; the vice president and deans; PACE faculty from business, agriculture, and early childhood education transfer options; and finally the Curriculum Committee on May 29, 2001. The capstone proposal calls for a required one-credit capstone course to help students assess their progress in developing abilities across the degree and to give faculty members a way to assess the impact of abilities across courses in the traditional A.A. and A.A.–Science Option degrees. Preliminary support was granted for the proposal. However, a number of significant procedural issues need to be resolved in fall 2001 before Arts and Sciences faculty can move forward to design and pilot capstone assignments. In addition, part-time faculty members need to be involved in abilities and assessment work. This concern is evident in the worksheet summary of division Goal Two.

Scheduling Considerations

Arts and sciences courses enroll more students than any other area of the college (see Appendix A-2.12). The curriculum primarily serves students taking courses to fulfill requirements of transfer degrees to four-year comprehensive colleges and universities. However, it also serves a large number of other students, including local high school students as part of the Running Start Program, PACE students working toward applied science degrees or certificates, and other members of the community. Arts and Sciences faculty must consider the needs of these groups of students when planning the quarterly schedule of courses.

Running Start is a partnership between community colleges and public high schools in Washington State. The program offers eligible high school juniors and seniors the opportunity to take classes that satisfy both high school and college credit requirements, get a head start on earning college credits, seek a greater academic challenge, or take courses that are not offered in high schools. Running Start students are earning an increasing percentage of Arts and Sciences transfer degrees, from only one in the 1993-1994 school year to 45 (or 10 percent of all A.A. degrees earned) in the 1999-2000 school year (Appendix A-2.16). Many of the courses that Running Start students take at YVCC also serve as a graduation requirement at their respective high schools. As a result, YVCC disciplines with a corresponding high school requirement, such as mathematics, history, or political science, have arranged the schedule of courses to accommodate the needs of the Running Start students. Furthermore, because many Arts and Sciences faculty members across departments coordinate their course offerings, the large number of Running Start students impacts the scheduling of courses that the Running Start students may never even take. Appendix A-2.8 shows the course guidelines for Running Start students.

Many science and math courses are required for students in health professions and engineering programs. Various PACE programs also recommend or require composition, speech, reading, social sciences, and humanities courses. Because course sequences and enrollments need to be articulated, the Arts and Sciences faculty works with the PACE faculty to ensure whenever

possible that students have access to the courses they need. Arts and sciences courses required by PACE certificates and degrees are listed in Appendix A-2.9.

A small but significant percentage of students enroll in YVCC courses for continuing education purposes or for enjoyment. For example, health professionals may enroll in chemistry and biology courses as well as conversational Spanish courses to enhance their skills in health care settings. Law enforcement officers have also enrolled in Spanish courses. Local teachers enroll in math, science, and social science courses for professional development or to meet continuing education requirements. Summer courses offered in the Larson Gallery have been approved by the school district for continuing education credit. Identifying additional needs of community groups and developing appropriate courses to serve them is an area of potential expansion for the division.

Curriculum Summary

The Arts and Sciences faculty has taken major steps to identify the learning outcomes that students should acquire in an abilities-based degree. Though this work is still in progress, it represents significant agreement among full-time faculty members about learning across YVCC degrees. In the year since the new dean arrived, several promising developments reflect renewed faculty commitment to the abilities model. Each department or discipline that wrote a self-study is systematically documenting outcomes and abilities assessment in courses. As a result, accomplishments may be identified to date and goals set to extend the abilities model toward its central purpose in the curriculum. In addition, the capstone course, with preliminary approval, has been widely discussed as a way to make the abilities model more explicit to students and to assess the impact of abilities on student learning. Together, faculty members expect that these initiatives will move forward the abilities model and deliver a more explicit and complete description of the general education program and its rationale by the time the next college catalog is published. Seeing where the abilities model is headed will help full-time faculty members provide the sustained effort necessary to accomplish this work. Involving adjunct faculty in meaningful participation will present significant challenges. However, the division has laid extensive groundwork in 2000–2001, as demonstrated in this report, in department/discipline self-studies, in department/discipline notebooks, and in the Arts and Sciences Division assessment plan. These collective efforts represent a commitment to building on the strengths of earlier work, a cooperative and collegial spirit, and significant faculty leadership throughout the Arts and Sciences Division.

ARTS AND SCIENCES: TEACHING

Teaching Innovation

In addition to learning communities and linked classes, faculty members identify a number of innovative teaching strategies in their department/discipline reports. Biology has developed a model of collaborative learning, which includes student presentations, open-ended group labs, undergraduate seminars, and varied assessment techniques. English faculty members use technology in writing classes, incorporate portfolio assessment, and have a student-adjudicated literary journal (Prism). Ethnic Studies classes assign community interviews and introduce students to a variety of cultural teaching perspectives and evaluative techniques. The Math faculty uses videos and software made available to students in the Math Center. Political

Science faculty members use journals to help students prepare for seminar discussions and assign group research projects. These are but a few examples illustrating the wide range of innovative practices used by Arts and Sciences faculty.

Learning Communities, Interdisciplinary Courses, Linked Classes

Within the distribution requirements, the ICRC guidelines encourage integrated and synthesized courses and programs. The Arts and Sciences Division offers interdisciplinary courses and learning communities each quarter consisting of team-taught linked classes with common themes. Such courses are intended to mirror the context in which academic disciplines overlap and intermingle outside the college setting and have been a high priority in the Arts and Sciences Division over the last 10 years. Supported by the Washington Center for the Improvement of Undergraduate Education (The Washington Center), learning communities provide students with “connected” learning that bridges disciplines or enhances a discipline course with writing, math, reading, or study and college success skills. The role of linked classes in supporting students new to college, who in many cases need assistance developing college-level skills, is addressed in the focus area on Students. Learning communities, which develop themes that cross disciplines and give students and faculty members opportunities to think and learn together in new ways, are featured each quarter on a special page in the course schedule. A learning communities/linked classes notebook, available as Exhibit A-2.3, contains descriptions of learning communities taught over the last 10 years and an evaluation piloted in spring 2001.

Technology in the Classroom and Distance Learning

Activities in the area of instructional technology funded by Title III and carried out between 1994 and 1998 reflected a general concern among faculty members that they become able and responsible users of computer hardware and software. Discussions pertaining to the increasing need to institutionalize technology development at YVCC began in summer 1993 and led to the formation of an instructional technology committee. The committee sponsored events exposing faculty to state-of-the-art equipment and arranged for sight visits at other institutions. Instructors on the Grandview campus actively participated in these events, and all involved faculty members received release time or stipends for planning and implementing instructional technology initiatives.

With the formation of the Technology Umbrella Group, funding in addition to the Title III grant was brought to campus. A Boeing grant to participate in a project to create interactive learning tools and a state innovation grant contributed to faculty members’ knowledge and ability to invest in additional software and hardware products, such as laptop computers, projection systems, laser disk players, and digital cameras. From courses and training offered at YVCC’s Regional Faculty Technology Training Center, faculty members designed Internet-based courses.

When the Grandview campus (then known as the Lower Valley Education Center) opened in 1990, Arts & Sciences instructors in Grandview had neither computers nor the know-how to use computers. While a computer lab was available, only business and computer science faculty used it for instruction. By 1992, all instructors in Grandview had computers in their offices. Training became available, and new faculty members with interests and skills in using computers and other instructional technology were hired. Computer software was purchased to support classroom instruction, enabling English instructors, for example, to develop course schedules

that allowed them to share computer labs. The English faculty also integrated computers into their courses and offered students opportunities to develop further skills with both writing and computers.

From 1990–1991 to the current academic year, the number of distance-learning courses in Arts and Sciences has grown over four quarters from 10 distributed learning courses (courses with a combination of technologies, such as telecourses, Web-page support, or interactive television combined with onsite student meetings) to 12 distributed-learning courses, 32 World Wide Web courses, and 29 interactive television (ITV) courses in the current four-quarter year. The number of disciplines offering courses has significantly increased, too, as shown in Table A-2.14.

Table A-2.14 DEPARTMENTS/DISCIPLINES OFFERING DISTANCE-LEARNING COURSES

Year	Disciplines offering Distance Learning
1990-1991	Music, History, English, Psychology, Social Sciences
2000-2001	English, Philosophy, Art, Music, History, Education, Astronomy, Communications, Speech, American Sign Language, Developmental Reading, Biology, Math, Psychology, Chicana/o Studies, and Ethnic Studies

Members of the Arts and Sciences faculty have consistently expressed concerns over the years about the appropriateness of distance education for marginally prepared students. They continue to advocate for thoughtful growth of distance-learning offerings and ongoing evaluation and involvement of faculty members in decisions about distance delivery. For more information, see Distance Delivery of Courses and Degree Programs in Standard Two.

Use of technology in the classroom also has expanded to include the following:

- Graphing calculators in math courses.
- Integrated computer-interfaced data in chemistry and physics.
- A high demand for computer labs as a scheduled part of English composition courses and for a specific English course: Composing on Computers.
- Electronic presentation and projection systems in classrooms in many departments.
- Course Web pages, discussion groups, and other online course enhancements such as online conferences.

Safety in the Classroom

Some arts and sciences courses require the use of potentially dangerous materials and equipment, such as the developing fluids in photography courses, use of toxic and hazardous materials in physical sciences, Bunsen burners in the biology labs, equipment and materials in art and ceramics classes, and the electric tools used to build sets for drama productions. Art instructors keep a comprehensive materials safety data sheets (MSDS) file, store chemicals in sealed containers inside a flammables cabinet, and give careful attention to labeling materials. They also recommend a hazardous materials and procedures warning for all department syllabi; full-time art instructors have adopted this practice. State-produced first aid kits are available in ceramics and photo areas. Waste disposal techniques are adequate and checked by the

Washington Department of Ecology. Ergonomic safety is stressed in clay, painting, and drawing courses. Some important improvements are needed, including better ventilation in metalsmithing and solvents areas, secure storage of hazardous materials, a carbon monoxide monitor for the kiln area, safer procedures for the use of spray fixative, and coordinated safety information on course syllabi. Removal of electrocution and trip hazards in the ceramics studio will be complete in summer 2001. Students are introduced to safety procedures through demonstration and lecture in studio classes. In most classes there is an ongoing classroom discussion of health risks of materials and techniques as they are encountered.

Chemistry students are required to wear safety glasses and follow appropriate clothing guidelines. For example, students are not allowed to wear sandals, shorts, and tank tops in the labs. The following instruction is provided in chemistry courses: (1) In Chemistry 110, one safety code is presented during each lab. Exam questions ask students to recognize the codes and discuss the necessary precautions in safety and disposal for each code. (2) In Chemistry 210, safety codes are reviewed, and students are asked to use the information in labs and answer questions on exams. (3) In Chemistry 141, a lecture is given on safety and safety codes during the first lab. The instructor reinforces each chemistry code as it comes up and discusses handling and disposal. Each student signs a statement verifying that they have heard the lecture and will abide by the safety rules. Biology instructors also provide training for students but feel this is an area they could strengthen. They are considering a department policy regarding inclusion of safety information on class syllabi. The Biology faculty is also concerned with safety of lab design/layout. Biology instructors requested that one of their labs be remodeled to improve the traffic flow in areas that could be hazardous for students and present access concerns for students with disabilities.

Faculty members take seriously their responsibility to maintain safe environments in all relevant classrooms, labs, and work and storage areas. Safe and adequate access for students with disabilities has been a concern in the small room that serves as a music library and computer/piano lab in Kendall Hall. In a recent capital planning retreat for administrators, concerns related to Kendall Hall were identified as a high priority.

Teaching Summary

Arts and Sciences faculty members have developed a number of innovative teaching practices responsive to the students served by the division. Innovative practices in departments are student-centered and encourage students to be active learners. Learning communities and linked classes help students approach learning, and college, as an integrated experience. They also help students new to college understand the expectations of college classes. Learning communities and linked classes provide opportunities for faculty members to teach in teams, develop new ways to approach discipline learning, and try teaching strategies that can often extend into stand-alone classes as well. The increased number of distance learning classes has provided opportunities for instructors to use new technologies and has required flexibility, experimentation, and innovation. Successful strategies developed for distance courses have sometimes extended to other classes; for example, class Web pages have been used for a variety of purposes and in a number of disciplines. Faculty members recognize technology as a powerful instrument for teaching and learning; however, teaching distance-learning classes has had enormous challenges as well. The time involved in teaching a distance class for the first

time can be extensive. Maintaining rapport with students at the ITV site, getting classroom materials to them in a timely way, and teaching in the ITV studio environment present significant challenges for both students and instructors. In all methods of teaching, evaluation is a helpful tool. Instructors involved in learning communities and linked classes have been piloting an evaluation tool for use with both faculty members and students that might provide a helpful model in other areas of teaching innovation.

ARTS AND SCIENCES: STUDENT LEARNING

Learning Resources

Library And Media Center

Standard Five discusses ways the librarians and other library staff members orient students and help them learn the requisite information skills needed to effectively use library resources. Many faculty members take advantage of these orientations for their students. Some also work with librarians to develop special projects for their classes. Research papers in art history, anthropology, English, history, music, political science, speech, and others, for example, may be assigned as part of classes claiming the “research” ability for course outcomes. The library is also used for listening assignments in music classes. Some disciplines, such as biology, music, and art, provide materials in classroom areas, while the Math Center offers media resources for students. The Media Center, which supplies audio and video resources, duplicates tapes for students enrolled in foreign language courses.

Math And Writing Centers

The Mathematics Department operates math centers on both Yakima and Grandview campuses, where YVCC students can get assistance in their math courses. Both centers are staffed exclusively by math instructors. The English Department sponsors writing centers on the Grandview and Yakima campuses. An online writing lab (the OWL) was developed and is being piloted. It will be available to students at both campuses and those in distance learning courses beginning fall 2001. These centers were originally funded by Title III and are now supported by the college, although permanent funding has never been established for the Writing Center. (See Standard Three for a description of the writing and math centers.)

Tutoring Center And Supplemental Instruction

Both one-to-one tutoring and supplemental instruction are important to the success of students taking arts and sciences courses. (See Standard Three, Learning Support Services, for more on YVCC tutoring services.)

Larson Gallery

The Larson Gallery was one of the first two structures on the YVCC campus. It was donated by Adelbert E. Larson, who dreamed of an art museum in Yakima inspired by the Maryhill Museum. The first exhibition opened in 1949. Today the Larson Gallery is a collaborative effort of YVCC, the community, and the Larson Gallery Guild. The gallery promotes the visual arts and arts education for YVCC, public schools, and the community through juried and curatorial exhibitions, workshops, lectures, and special events. There is one faculty/student exhibit each year. Other annual exhibitions include the Central Washington Artist Exhibition, the

Photography Exhibition, and the biennial Art to Wear Exhibit. The gallery presents other special exhibits as well.

The Larson Gallery is the largest education-based gallery in central Washington and provides an extraordinary learning environment for YVCC students. It arranges tours, projects, and activities for public school students and community groups, while offering lectures and workshops to the community. The summer 2001 workshop series recently was approved for continuing education credit for teachers. The Larson Gallery hosts many special events to promote the arts in collaboration with other community groups. Information about this learning resource, its goals, and how they are assessed is located in the Larson Gallery notebook (Exhibit A-2.4).

Assessment of Student Learning

As a result of the long history of faculty discussions about abilities, the Arts and Sciences Division adopted a goal (Goal 2) to prepare students for successful transfer to four-year colleges and universities by:

- Developing curricula and outlines that incorporate assessment of applicable abilities.
- Exploring and piloting ways to assess learning across the transfer degree.

In order to address the learning assessment aspect of the goal, the dean, in consultation with the Arts and Sciences department chairs, formed an assessment committee comprised of one faculty member each from English and Mathematics departments (the math instructor is also from the Grandview campus), one from each distribution area, and a faculty member experienced with data management and analysis. Together with the Assessment Committee, the dean formalized an assessment plan. A schema of the plan and its relationship to teaching and learning in the classroom appears in Appendix A-2.10. The purpose of this plan is to generate data which will allow the division to evaluate how well it places incoming students into classes, how well students progress through their degree requirements, and how successful YVCC graduates are after they leave YVCC. The Assessment Committee posed a series of questions to direct data collection. The questions appear in Table A-2.16. The sources of data addressing each question appear in the assessment plan in Appendix A-2.11.

Table A-2.16: ASSESSMENT PLAN QUESTIONS

Focus area	Questions
Entry-level assessment and student placement	<ol style="list-style-type: none"> 1. Who are our incoming students and how are they changing? 2. How well are we placing students in courses? 3. How are we helping new and at-risk students become college ready?
Success of mid-program students	<ol style="list-style-type: none"> 4. What outcomes and abilities are students learning in arts and sciences courses and degrees? How do we know it and how do they show it? 5. How are student abilities developing across the A.A. and A.A.– Science Option transfer degrees at 60 college-level credits? 6. How do students rate our learning environment and their experience on our campus?

Focus area	Questions
	7. How are students progressing through our programs? How well are we meeting the state “prepared for transfer” performance indicator?
Success of YVCC graduates	8. How many students complete transfer degrees and transfer to four-year comprehensive colleges and universities in this state? 9. How do our students perform when they transfer to four-year schools? 10. How do PACE students perform in the science portions of their certification exams after taking science prerequisites?

In the next section, a description of the division’s current and planned work follows each question of the assessment plan.

Entry-Level Student Placement

Question 1: Who are our incoming students and how are they changing?

To investigate this question, the Assessment Committee organized 10 years of data regarding entering students and including student ASSET placement scores, student gender, age, ethnicity, full- or part-time status, and patterns of enrollment (morning, afternoon, evening, weekend, or distance learning). Most of the 2000-2001 academic year was spent ensuring that the data were accurate. This task took longer than anticipated. However, the Assessment Committee is confident that current data are accurate and will present the new data to the Arts and Sciences faculty for their evaluation during fall 2001 convocation. Recommendations about new goals and strategies for improvement will be solicited during the convocation discussions.

Question 2: How well are we placing students in courses?

Currently, prior to registration, each incoming student takes the ASSET test, which provides the student and YVCC with the student’s placement score in writing, math and reading. When a student places into pre-college levels of English or math, the student must pass those courses prior to enrolling in college-level courses in the same disciplines. However, the scores of some students fall into a decision zone. With permission, these students may take the higher level of two courses.

To investigate how students are placed, the Mathematics Department collected data regarding student placement, course grades, and completion rates for math courses. The English Department is working on a plan for evaluating English placement. Social Science faculty members have noticed that students who place into pre-college level writing and math courses typically do poorly in social science courses. Some informal assessment has been done. However, social science instructors plan to formally investigate the relationship between writing and math placement scores and success in social science courses. Physical Science faculty members also have been identifying concerns they would like to investigate. Some of these projects will be complete by fall

2001, and some will be submitted to the Assessment Committee for consideration in the 2001-2002 academic year.

Question 3: How are we helping new and at-risk students become college-ready?

YVCC's writing and math centers collect continual records on student use, an indirect measure of the success of these centers that assumes that students find the resources helpful and therefore continue to use them. Data show increasingly more students are using these centers. A new online writing lab (the OWL) will reach students who previously have not had access to the Writing Center. In the 2001-2002 year, further strategies for evaluating the math and writing centers will be explored to determine ways they could be strengthened and whether or not additional student learning needs could be addressed (for example, using diagnostic and skill-building software) at these centers.

YVCC also offers linked courses, one of which is a student support course. College Seminar helps acculturate students to college resources and expectations. It is regularly linked with other courses such as General Biology, General Psychology, or English Composition I. Pre-college level English courses are linked with reading courses. While general faculty consensus is that students who take these courses are more successful than those who take non-linked courses, faculty members must formally design a way to evaluate the effectiveness of linked courses and consider ways to identify gatekeeper courses or at-risk students who might benefit most from links with support courses.

Success Of Mid-Program Students

Question 4: What outcomes and abilities are students learning in arts and sciences courses and degrees? How do we know it and how do they show it?

Over a period of several years, faculty members in each discipline have identified the abilities practiced in each course. A matrix presenting this information is located in each department/discipline notebook (Appendix A-2.1, CTL 1010). Faculty members in each discipline also identified discipline outcomes (Appendix A-2.1, CTL 1030) and course outcomes (Appendix A-2.1, CTL 1040). Faculty members review course outcomes according to a course outline revision schedule (Appendix A-2.1, CTL 1010). Course outlines are located in Prior Hall 107E. Faculty members also have been collecting and evaluating samples of student assignments from a variety of courses as a way of documenting student learning. These evaluations are located in department/discipline notebooks (Appendix A-2.1, CTL 1051). After members of each department or discipline document learning outcomes or objectives, assessments, changes, and improvements, they summarize their findings annually during the self-study process.

In addition to the scheduled tasks, the dean has encouraged the faculty to draft proposals for addressing specific questions about students or programs that have been prompted by informal observations or available data (for example, the relationship between writing/math placement scores and student success in social science courses). The proposal would consist of background information about the question and a plan for

collecting data. The Assessment Committee will periodically review and prioritize these proposals.

Question 5: How are student abilities developing across the A.A. and A.A.–Science Option transfer degrees at 60 college-level credits?

In past discussions, faculty members came up with the idea of a capstone course to measure student learning. During 2000-2001, the DARC2 Committee drafted a formal proposal for such a course. In the first part of this proposal, faculty members throughout the distribution areas will designate certain assignments in their courses as capstone assignments, which would require the student to directly assess one or more abilities practiced in the course and help students track their progress in developing abilities across the curriculum. Students would enroll in a capstone course after they had earned 60 or more college-level credits. In the capstone course, students and instructors will look at evidence of student improvement in the abilities. In other words, students will learn about their own learning. Arts and Sciences faculty members agree that such a course would be valuable. However, the task of offering such a course is complex. To ensure that students enrolling in the capstone course have sufficient assignments to work with, large numbers of faculty members across all Arts and Sciences departments must work together to decide which abilities to include in their capstone assignments, what the capstone assignments will look like, and when they should offer capstone courses. In fall 2001, the faculty will begin developing a long-term plan for implementing this course. Part of the long-term plan will include developing ways to clearly communicate to students the importance of abilities. The Assessment Committee will explore ways to involve students more in assessment and capstone course development in the coming year. Developing the capstone course and assignment model will take a sustained effort over the next few years in addition to cooperation and coordination between the Capstone Committee and the Assessment Committee.

Question 6: How do students rate our learning environment and their experience on our campus?

In 1996 and 1999, the college participated in a state-wide project using the Community College Student Experience Questionnaire (CCSEQ) to gather data about student experience at YVCC. For the last two years, YVCC surveyed students with an informal survey called the Student Satisfaction Survey. Following faculty discussions of the ambiguous nature of the results of the satisfaction surveys, Arts and Sciences faculty members decided that a more detailed, standardized survey developed specifically for community colleges would provide more useable data. The Community College Survey of Student Engagement (CCSSE), a version of the National Survey of Student Engagement (NSSE), will be available in 2001-2002. Using this instrument, the faculty and administrators can begin evaluating student opinions about YVCC as a learning environment and can review findings to decide on a plan of action at the end of 2001-2002. The effects of any initiated changes may be evaluated at the end of 2002-2003. A copy of the NSSE and the CSSE, if it is available, will be provided in the assessment notebook (Exhibit A-2.5).

Question 7: How are students progressing through our programs? How well are we meeting the state “prepared for transfer” performance indicator?

The State Board for Community and Technical Colleges (SBCTC) tracks annual progress of all college students in each college. Their methodology is intended to account for stop-out patterns and diverse student objectives. The SBCTC measures student progress each year as the number of full- and part-time students who make substantial progress (students with degree plans who graduate or attend four or more quarters over the two-year period), some progress (students with degree plans who attend two or three quarters over the two-year period), and leave early (students with degree plans who attend only the first quarter and do not return two years’ time). By looking at the trends at YVCC in the context of state averages, the Division Assessment Committee can get an additional measure of the impact of changes made to support new students and especially students who are marginally prepared for college work. In 1999-2000, for example, 59 percent of full-time students and 26 percent of part-time students made substantial progress at YVCC, while state averages of students in the same category were 55 percent for full-time and 31 percent for part-time students. In the same year, 15 percent of full-time students and 44 percent of part-time students at YVCC were early leavers, while state averages of students in the same category were 17 percent for full-time and 38 percent for part-time students (state averages appear in the Washington Community and Technical Colleges Annual Year Report, 1999-2000, p. 46).

The SBCTC developed a biennial plan to achieve measurable and specific improvements in an effort to demonstrate to the public meaningful and substantial progress towards long-term performance goals. The long-term goal for academic students prepared to transfer to baccalaureate institutions is 50,000 students per year. To qualify as “prepared to transfer,” the student must have earned 45 or more college-level credits with a GPA of 2.0 or higher and be coded as a transfer student in the last quarter of enrollment for the year. About 55 percent of the prepared-to-transfer group will continue studies at the college for another year or more. Each campus sets targets contributing to this goal. Tracking YVCC progress in meeting biennial targets provides the Assessment Committee with an additional source of information that indicates how well YVCC supports students in achieving degree goals.

Success Of YVCC Graduates

Question 8: How many students complete transfer degrees and transfer to four-year comprehensive colleges and universities in this state?

Using state board data as well as Student Management System data on specific degrees, the SBCTC and YVCC routinely track the numbers of students who complete the different transfer degrees. The SBCTC also tracks the numbers of students who transfer to state schools. The college hopes to learn more about characteristics and course-taking patterns of successful YVCC students.

Question 9: How do our students perform when they transfer to four-year schools?

Four-year colleges in Washington State send reports to community colleges showing how the community college students perform compared to “native” students who start at their institutions and students who transfer from other community colleges. Some new reporting formats are being explored statewide through the Intercollege Relations Council (ICRC) and with Central Washington University (CWU), the transfer destination of most YVCC students. YVCC administrators and faculty members are pleased with the level of cooperation received from CWU and hope to make progress in the coming year by obtaining more specific, relevant data about YVCC students who transfer. Student privacy policies make individual student information inaccessible—only aggregate data are available. At the state level, a research database known as the Mutual Research Transcript Enterprise (MRTE) is being developed to allow individual students assigned identification numbers that protect their privacy to be tracked wherever they go in the state higher education system. Currently all community and technical colleges and the University of Washington are on this database. Other four-year colleges will be added gradually, providing a new level of information about student outcomes, for example, in sequential courses.

Question 10: How do Professional and Career Education (PACE) students perform in the science portions of their certification exams after taking science prerequisites?

PACE students in health care areas take their science classes from the Arts and Sciences curriculum. Faculty members who teach these classes stay in close communication with the PACE faculty in planning their courses to ensure that they meet changing program requirements. Students take certification exams at the end of their programs. Although Arts and Sciences faculty have never looked at the student scores in the science areas of the exams to determine how well students perform, they intend to search for this information in the coming year to see what they can learn about how well students master the learning outcomes in their courses.

Summary Of Division Assessment Plan

The Arts and Sciences Division Assessment Plan is the culmination of a long history of faculty discussions about student abilities. The Assessment Committee, which is central to the assessment plan, will review and evaluate the incoming data each year, and then, based on the data, recommend improvement strategies for the following year. The committee also will provide ongoing assistance to departments in maintaining department/discipline notebooks. Representatives from the committee will attend relevant conferences, deliver presentations, and maintain ties with members of the statewide assessment network and its resources. In addition, the Assessment Committee will monitor the annual division self-study process, evaluate the division assessment plan, and recommend changes. These recommended changes might include suggestions for improving questions or measures for the plan, alternative ways to use evidence or involve faculty members, or suggestions for making the self-study process more efficient, effective, and purposeful. Another goal of the Assessment Committee is to find ways of helping students understand divisional assessment and gain a deeper awareness of how abilities are intended to be developed across the degree. Faculty members want to involve students in preparing an abilities handbook, and later a capstone handbook, for students.

Continued implementation of the assessment plan should promote discussion about assessment across the Arts and Sciences Division and perhaps across the other campus divisions. Arts and Sciences will continue to ensure that its data are accurate and investigate new ways of using the available data for improvement. In addition to the data generated by the formal assessment plan, the dean encourages faculty members to undertake assessment projects/investigations based on questions prompted by evidence gathered in the previous year's self-study, the division assessment report, or department/discipline notebooks. Some likely examples include concerns about course completion rates, prerequisites, and the need for better communication with part-time instructors. The Arts and Sciences Assessment Committee is developing guidelines for proposal submissions and identifying funding sources to support these proposed projects.

Analysis And Appraisal Of Curriculum, Teaching And Learning

Strengths

- The general education model is becoming clearer and more easily communicated to students as it gains visibility in syllabi and the next college catalog.
- Department/discipline notebooks are becoming a valuable resource.
- The assessment plan is developing well and has effective faculty leadership.
- A capstone proposal was widely reviewed and supported in the division. Although a number of issues still need clarification before this proposal can be developed and successful implementation will take time, the proposal provides a distinct direction for Arts and Sciences Division work in the next several years.
- The division self-study process has been productive and will be refined and revised by the Arts and Sciences Assessment Committee. The process provides a well-defined and public direction for the division as well as a context for purposefully assessing student learning in arts and sciences classes.
- Enormous work and progress was achieved in getting accurate data and considering the best ways to use it to address important questions and concerns in the division and enable evidence-based change.

Challenges

- Faculty members are concerned that specialty courses for majors and 200-level courses in many disciplines tend to have limited enrollments, making them difficult to keep in the schedule. Such courses are desirable because they are renewing and challenging for faculty to teach and because they provide more in-depth learning for students. In addition, they provide a varied and interesting curriculum.
- It is unclear where some areas of the curriculum, such as humanities and American Sign Language, belong in terms of governance. Other areas, such as Latin American studies, may need to be inactivated.
- Course outlines still need a great deal of revision and work. Faculty members made a commitment to a five-year revision cycle; supporting this work must be a high priority of the division.
- Many small errors in the Arts and Sciences sections of the YVCC catalog need careful revision, and sections describing general education and abilities could be strengthened.

- Levels of department/discipline notebook completion are uneven because of several factors, including the number of full- and part-time faculty members in departments, how long faculty members have been at YVCC, and the number of courses offered by departments.
- Part-time faculty members need to be included more fully in division curriculum and assessment work.

Recommendations And Actions Taken

Recommendations	Action(s) Taken
Review governance of departments.	Discussion will be on department meeting agendas in fall 2001.
Continue to improve the self-study process and strengthen department/discipline notebooks.	The 2002-2002 process will be implemented in fall 2002. Guidelines to strengthen notebooks will be distributed during convocation week 2001 by the Arts and Sciences Assessment Committee.
Provide support to revise course outlines.	Quarterly workshops will be offered at both the Yakima and Grandview campuses.
Continue to implement and improve the Arts and Sciences Assessment Plan.	The Assessment Committee will report progress and plans to the faculty in fall 2001. The plan will be the central focus of the committee's work for 2001-2002.
Develop ways to share assessment ideas with part-time Arts and Sciences faculty members and with instructors outside the Arts and Sciences Division.	A division goal will be considered regarding part-time faculty involvement in Arts and Sciences curriculum and assessment work. The dean will initiate a discussion with other deans and vice presidents about effective ways to share assessment ideas.
Include students in assessment and capstone work.	This will be a high priority for the Assessment Committee in 2001-2002.

Students

Division Goal One seeks to “promote student access and success” by (1) coordinating division offerings in day, evening, weekend, and distance learning, (2) encouraging more student advising, and (3) integrating classroom learning with learning support offered at the Math and Writing centers. These initiatives reflect the needs of a changing student population in terms of academic readiness and proficiency, as well as the increasing financial and social demands on students’ time. In department self-studies, faculty members comment on changes they see occurring in the YVCC student population. The first division goal demonstrates faculty concern with access to the institution and student success in the classroom.

Scheduling Issues

Flexible course scheduling is crucial to granting student access to YVCC. Such scheduling pertains to subjects taught; times of day, night, or weekend classes; and modes of delivery, for example, in-class lecture, interactive television, and Web-based courses. The complexities of effective scheduling are evident in conflicts that occur despite efforts to avoid them. Conflicts within the daytime, evening, and weekend schedules result when too many required classes in the three distribution areas are scheduled at the same time, or when courses are scheduled in overlapping time slots. Closely examining the evening schedule revealed many scheduling conflicts that the division is working to alleviate with a coordinating team overseeing evening scheduling and advising.

Additionally, departments within the social and physical sciences have collaborated over the past two years to design schedules that allow the maximum spread of courses needed for graduation. The Mathematics, Biology and Physical Sciences departments, whose students must take multiple groups of sequential classes, similarly have collaborated on schedules. The required labs and course offerings often have conflicted, but faculty members in those areas recently solved most of the scheduling issues students previously faced. Coordination of classes is more difficult in the humanities because many courses involve studio hours or rehearsal schedules which unavoidably overlap in the afternoon.

To design the most accommodating schedule, faculty members need the best possible information. While general knowledge has been available, more information about trends in Arts and Sciences, PACE, Basic Skills, and Developmental Education as well as information about changing student demographics will help the division respond more effectively to changing student needs. Significant effort was extended to gather accurate data for the division and assemble it into a useful format; this work took most of the current year. As a result, it will be possible beginning in fall 2001 to review what the division has learned, determine what additional information would be helpful, discuss ways this information can help the division set goals, and raise questions that can guide the division toward needed changes.

Enrollment Trends: College-Wide

Over the five years from 1995-1996 to 1999-2000, the total college enrollment, considering all funding sources, reached its peak at 4,179.4 annualized FTEs in 1996-1997 and its low point at 3,909.8 FTEs in 1998-1999. Examining Arts and Sciences enrollments alone for the Yakima campus, Grandview campus, and distance learning during the same time period, enrollments preceded the college trend by one year, with the high in 1995-1996 at 1826.3 FTEs and the low in 1997-1998 at 1596.1 FTEs. When all divisions (Arts and Sciences, PACE, Basic Skills, and Developmental Education) are considered and enrollments are distinguished by Yakima campus, Grandview campus, and distance learning, the percentage of enrollments from all programs at the Yakima campus steadily decreased over the five years by approximately 5 percent, while distance learning increased by nearly the same percentage. During that time, Grandview enrollments for all programs fluctuated from 12 percent to 14.6 percent to 12.6 percent of the total college FTEs.

In 1995-1996, Arts and Sciences FTEs (including the Yakima campus, Grandview campus, and distance learning) were 46 percent (1826 FTEs) of the total college enrollments. Beginning in 1996, Developmental Education gradually moved to the Arts and Sciences Division. Developmental reading and writing merged into the English Department, and the Mathematics Department offered developmental and college-level mathematics. When Arts and Sciences and Developmental Education enrollments are combined (including the Yakima campus, Grandview campus, and distance learning), they are 49 percent of the total college enrollment in 1996-1997 and 52 percent by 1999-2000. Over the four-year period when Arts and Sciences and Developmental Education enrollments were combined in Yakima, there was a net gain of about 1 percent each year, from 48 percent to 51 percent of enrollments. In Grandview, the combined Arts and Sciences and Developmental Education enrollments showed a gain of about 12 percent over the same four-year period, from 49.2 percent to 61.1 percent of Grandview enrollments. Distance learning enrollments in Arts and Sciences increased from 21.4 FTEs in 1995-1996 to 148.3 FTEs in 1999-2000, a significant change.

These enrollment trends are shown in Appendix A-2.12.

Enrollment Trends: Time Slots

Patterns of enrollments on the Yakima campus were investigated in morning, afternoon, evening, weekend, and distance learning classes across five years: summer, fall, winter, and spring quarters, 1995-1996 through 1999-2000. Appendix A-2.13 provides a table of data in which the numbers represent duplicate headcounts.

As expected, the most seats by far were taken in morning classes every quarter. More students attended classes in the afternoon than in the evening, and more came in the evening than on the weekend. In 1995-1996, weekend classes had a higher seat count than distance learning courses; however, in 1999-2000, distance learning, for the first time, had more seats than weekend or evening classes.

Increases Over The Five Years

- The numbers of students in arranged courses (for example, YVCC students tutoring in the public schools, students enrolled for credit at the Writing Center, music lessons, and independent study) nearly doubled, from 178 to 345.
- Distance learning numbers grew every year, from 244 to 1,524.
- Weekend class counts also increased by more than 50 percent, from 455 to 688.

Decreases over five years

- The number of summer class offerings decreased by about one-third, as did the student count. One question that needs to be considered here is, Did course offerings decrease because of diminished student interest, or did the number of students decrease because fewer summer courses were offered (YVCC had growing budget constraints during this time)? It may be difficult to determine the answer retrospectively.
- The number of seats taken in evening courses decreased dramatically, 41 percent over five years, from 1862 to 1097 seats. Next year a new schedule will come out to address this issue.

The number of students in afternoon classes remained at about one-fifth of the number of students in morning classes. Across the years, more afternoon students have registered in winter quarter (21.2 percent of the morning count) and fewer in fall and spring quarters (spring afternoon seats were 19.4 percent of the morning count). Students say they want to be outside in the spring weather, and jobs in agriculture keep some students from afternoon classes in fall and spring.

Enrollment Trends: Student Demographics

Understanding who Arts and Sciences students are in terms of age, gender, part- or full-time designations, disabilities, and ethnicity is an important starting point for considering student needs and changing issues in the classroom that can affect scheduling, curriculum, teaching, and learning. Appendix A-2.14 and A-2.15 show student demographic changes in fall quarter Arts and Sciences enrollment between 1995 and 1999, based on unduplicated head counts. “All” includes all students taking arts and sciences classes at any time and with any mode of delivery. Subcategories, such as age, gender, part- or full-time status, and disability, are shown for Yakima, Grandview, evening, weekend, and Running Start students.

Note: It is important to realize that students may take classes simultaneously in the day, evening, weekend, and/or as distance learning. However, in an unduplicated head count, students may be counted only once. Computers assign a student to one of the time categories based on when and where the majority of courses are taken. As the data are examined, figures must be considered with attention to this definition.

For all categories of Arts and Sciences students combined (Yakima, Grandview, evening, weekend, and Running Start) the ratio of female to male students across the years remained relatively stable at 1.3 to 1, except in 1997 when the ratio was approximately 1.4 to 1. Full-time students compared to part-time students enrolled in all categories increased from a 4-to-1 ratio to nearly a 5-to-1 ratio. The number of Running Start students increased from 179 in 1995 to 361 in 1999—more than a 100 percent increase. This increase is one reason for the declining average age of Arts and Sciences students, even though the average age of Running Start students is increasing slightly. The division is also serving more disabled students and fewer international students.

Student ethnicity has changed in some groups and remained stable in others. There has been an upward trend (about 11 percent) in the count of Hispanic students across the five years. The Grandview campus is serving over one-fourth of YVCC’s total Hispanic student population, ranging from a high of 32.6 percent of the Hispanic student enrollment in 1998 to a low of 26.5 percent in 1999. Hispanic students were in the majority at the Grandview campus in fall 1997 and fall 1998. While there was a net gain of approximately one-third in the number of Asian/Pacific Islander students being served, the number of African American students has fluctuated slightly but basically remained stable. Additionally, there were decreases in the numbers of American Indians and Alaskan Natives over the last two years. The student counts are small enough, however, that fluctuations in numbers may be considered the norm. General

trends across longer time frames need to be considered. In years two and three, there were actually increases in the numbers of students.

As weekend college enrollment has grown, the average age of the students registered has decreased dramatically, by about eight years. The average age of evening students has remained in the range of 28-29 years old, about five to six years older than the overall average. In 1995, only one-third of evening students were full time, whereas by 1999 half were full time.

Observations and Considerations

- YVCC serves an increasingly younger population and must consider the potential impact on scheduling and instruction.
- The proportion of females remains higher than males in classes.
- YVCC is serving a higher number of Hispanic and Asian/Pacific Islander students.
- More disabled students are being served, and some potential challenges for instruction may need to be addressed.
- More evening students are choosing to take full-time loads. Evening students are significantly older than other students.
- The average age of weekend students is decreasing.
- Hispanic students make up half or more than half of Grandview's enrollment.

Graduate Demographics

A further means of understanding students is to track trends in characteristics of students who complete degrees at YVCC. Appendix A-2.16, A-2.17 and A-2.18 show the number of students across the last five years who received Associate of Arts degrees, according to gender, ethnicity, disability, degree earned, and Running Start status. For all of these reports, figures for the Yakima and Grandview campuses are combined and cover a 10-year time frame (1990-1991 to 1999-2000). Some students earned more than one degree: less than 1 percent of non-Running Start students, but nearly 5 percent of Running Start students. For degree counts, students with two degrees were represented twice in the data.

Number and Gender

A total of 3,979 academic degrees were granted during the 10 years, an average of 398 degrees per year. In the first year, 348 degrees were earned, with 450 earned in the last year. This represents an increase of about 29 percent. More female students earned degrees than did male students. Across the 10 years, counting all students, females earned 2,438 degrees while males earned 1,541 degrees, about 37 percent fewer degrees. This difference was consistent across all years and categories, until the last year when there were 23 degrees granted to male Running Start students, compared to 22 degrees granted to female Running Start students.

Running Start students began impacting total numbers in 1994, the first year any student could graduate from high school and receive an Associate of Arts degree concurrently; one student did so. In the last year of these reports, degrees earned by Running Start students represented exactly 10 percent of all degrees, 45 out of 450.

Age

The average age of all Arts and Sciences graduates has declined. For students who were not classified as Running Start, the overall average age across 10 years was 26.2, with the averages for the last three years less than the overall average. In the first year, the average student age was 26.6; in the last year it was 26. Female students (not including Running Start) have graduated at a later age than have male students: female students were an average of 1.7 years older across the years represented. However, this spread is definitely decreasing. In data for the first year, the difference was 3 years, but it dropped to 1.4 years by the tenth year.

For Running Start students, the average age at graduation was about 18.3 years, with female students being slightly younger than male students. When all student data is combined and Running Start students are included, the average age at graduation across the 10 years was 25.9, with an average age in the last year of 25.2. Running Start students impacted the average graduation age by 0.8 years in the last reporting year.

Degree

Slightly more than 85 percent of degrees granted are traditional Associate of Arts degrees. For students who have chosen a specific focus in their studies, average figures across 10 years are as follows: business option, 8.4 percent; agriculture option, 0.1 percent; and science option, 6.4 percent. The number of students emphasizing business has fluctuated slightly but is slowly increasing as a percentage of total degrees granted, from 3.2 percent in the first year to 9.3 percent in the last year. The agriculture option rarely is chosen (five degrees earned over 10 years). In the last reporting year, the science option represented 24.4 percent of total degrees granted, showing a rapid, consistent increase across the four years it could be earned. Only four students earned this degree option in year seven, but 110 did so by year 10.

Ethnicity

Trends and information related to ethnicity can be difficult to see clearly, especially with small numbers of students in some categories and fluctuations showing from year to year. To help identify patterns, data were divided into larger blocks for analysis. For the comments that follow, figures were taken from Appendix A-2.16, A-2.17, and A-2.18.

Table A-2.17 provides summary data of YVCC degrees granted to students belonging to different ethnic groups. The numbers of degrees and the diversity of students earning degrees have changed over the last 10 years. For example, 1,428 Caucasian and 178 Hispanic students earned degrees from 1990 to 1994, whereas 1,695 Caucasian and 399 Hispanic students earned degrees from 1995 to 1999. More than twice as many Hispanic students earned degrees between 1995 and 1999 than between 1990 and 1994 compared to a smaller increase in degrees for Caucasian students during the same time period. While statistics for most ethnic groups show an increased number of degrees earned, figures for Asian students reveal a decreased number of degrees earned.

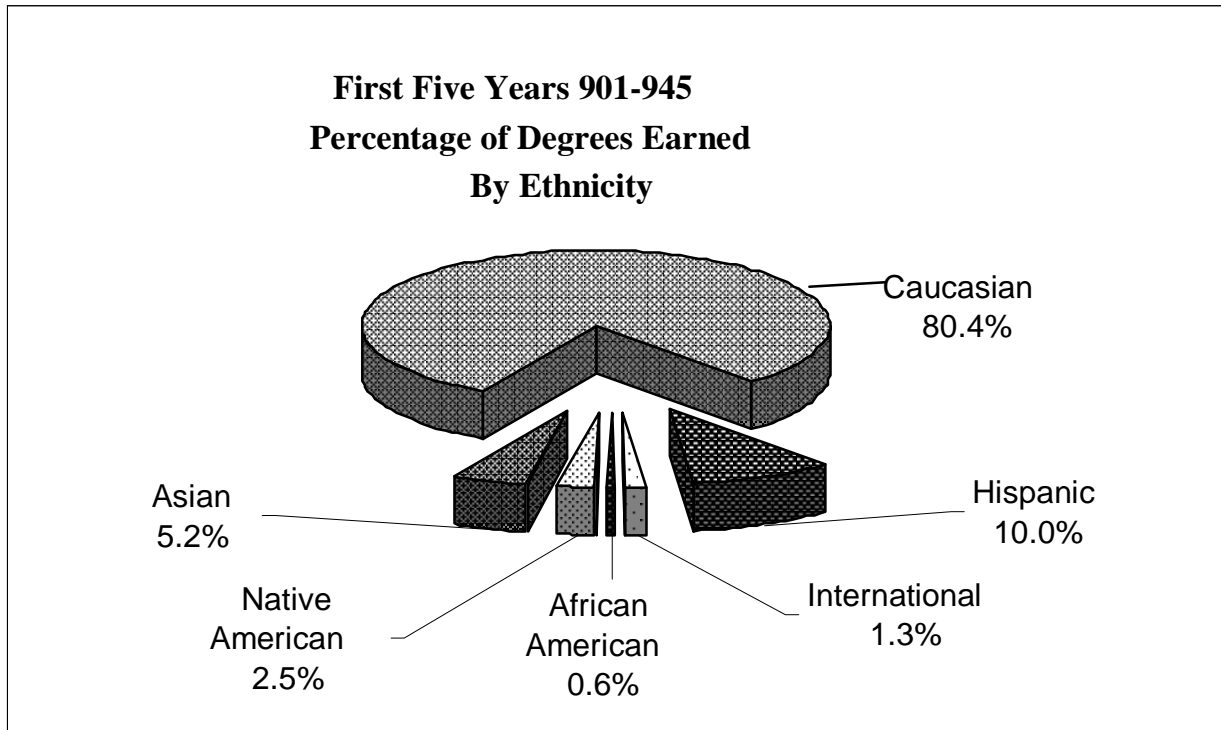
Table A-2.17 DEGREES EARNED 1990-2000
Percentages of Degrees Earned First Five Years vs. Second Five Years

Academic Year	901	912	923	934	945	First	% of	956	967	978	989	990	Second	% of	Total Number
						5 Yrs.	Degrees						5 Yrs.	Degrees	
<i>Ethnicity</i>						Total	Earned						Total	Earned	of Degrees
African American	1	1	2	2	4	10	31.2%	4	7	2	5	4	22	68.8%	32
Native American	8	9	9	10	8	44	43.6%	16	10	11	13	7	57	56.4%	101
Hispanic	21	29	41	47	40	178	30.8%	56	74	91	92	86	399	69.2%	577
Caucasian	307	270	270	278	303	1428	46.3%	326	356	337	302	334	1655	53.7%	3083
Asian	11	27	29	22	3	92	75.4%	6	6	4	5	9	30	24.6%	122
International	-	-	1	9	13	23	35.9%	14	7	6	4	10	41	64.1%	64

Source: Appendix A-2.15

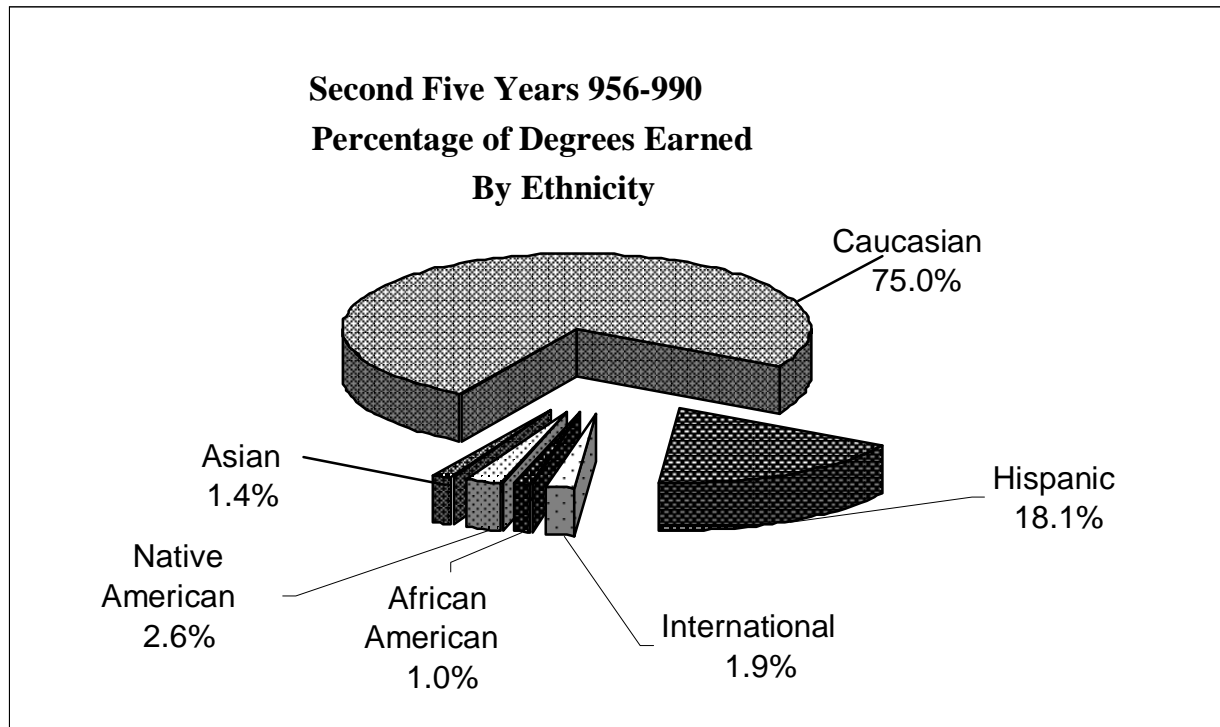
Another way of considering the ethnic makeup of YVCC students is to examine the percentages of students in each ethnic group who are graduating within each five-year time block. Figure A-2.5 and A-2.6 show how percentages have changed for different groups within these time frames. Data indicate that Hispanic students are earning a higher percentage of YVCC degrees, while Asian students are earning a lower percentage.

Figure A-2.5 First Five Years (1990-1994):
PERCENTAGE OF DEGREES EARNED BY ETHNICITY



Source: AppendixA-2.15

**Figure A-2.6: Second Five Years (1995-1999):
PERCENTAGE OF DEGREES EARNED BY ETHNICITY**



Students With Disabilities

A similar comparison of five-year time blocks shows that 33 students with disabilities earned degrees during the first five years, while 86 earned degrees over the last five years.

Overall Observations On Graduates

Students earning degrees are younger, and more are female. This reflects the characteristics of the overall student body as well. Younger students are less experienced and may be less mature. Partially reflecting the general enrollment trends, Hispanic, African American, Running Start, and disabled students are earning increasing numbers of degrees. The division has not yet been able to establish reliable rates of degrees earned for specific student demographic groups enrolled in arts and sciences classes.

A rapid increase in the number of students choosing the science option of the Associate of Arts degree may change somewhat in the next few years. In order to ensure that students selecting this degree option choose classes that later help them enter junior-level science courses, as of fall 2000 the science requirement of this degree was raised from 20 to 25 credits. Instead of one 2-quarter sequence of science being required, one 3-quarter sequence or two 2-quarter sequences are now required. In planning 3-quarter sequences, students need to stay in closer communication with science faculty advisors to ensure that they take sequenced classes in a timely manner. Division members cannot yet determine the impact of this change on the number of students graduating with the A.A.–Science Option.

As more accurate data becomes available, demographic information, ASSET test scores, and course-taking patterns may help the division faculty understand how students who complete their degrees differ from those who do not complete degrees. Perhaps gatekeeper courses, for example, can be identified and specific interventions planned to help students successfully complete courses and degrees. Information from the capstone course, once it is piloted and required of students, may also shed light on the characteristics of students who graduate.

STUDENT PLACEMENT

All entering students take ASSET tests in English, reading, and mathematics, which help place students in classes at their level of competence. The percentage of ASSET tests passed at college level over the course of the past five years reveals a declining trend of students testing at the college level (see Standard Three for additional information). Figures for this comparison include all students who took ASSET tests, whether or not they actually registered later at YVCC. Plans are underway to determine ASSET entry scores specifically for those who became YVCC students; however, that data is not easily obtained and will take time to determine. Nevertheless, the trend of this general data still holds meaning. Measured by percentage, the decline may appear relatively minor, but considering the increase in Running Start students between 1995 and 2000, the decline takes on greater significance as a planning issue for the following reason: Running Start ASSET scores raise the overall average ASSET scores of incoming students. To qualify for entry into YVCC, Running Start students must pass the ASSET test for English 101 and for Math 95 (formerly Math 101). Since Running Start students must be college-ready in English and Math, their ASSET scores are high, relative to other incoming students. Therefore, the trend of declining ASSET scores must mean that either more students needing pre-college coursework are enrolling, or the students enrolling have especially low scores. Experience indicates that students with pre-college skills need both expert advising and course choices that help them progress towards their goals while attaining the skills they need to complete college-level work. This emerging issue is perhaps the most important challenge the Arts and Sciences Division must address in the next few years.

In addition to taking initial placement exams, all students are offered advising assistance by full-time faculty members and counselors. Traditionally, either faculty signatures or personal identification numbers (PINs) have been necessary to complete the registration process. Neither is currently required. Many faculty members believe this change is an important cause of the decline they see in students taking advantage of the advising services. The decline may also be associated with the advent of online registration, which permits students, once they have attended initial orientation and advising, to register on their own without consulting a faculty advisor. A survey of faculty advisors in winter 2000 (see Standard Three) showed that only 43 percent of students actually sought out an assigned advisor. The decline in students who consult with faculty advisors is a concern because it is occurring at a time when under-prepared students especially need advising and referral to appropriate classes and learning resources. Faculty members also need information about students and how they are changing; this is more evident when faculty members have regular advising contact with students. Members of the Arts and Sciences faculty have expressed their concern by setting a division goal in this area and discussed this issue in their self-studies. Lack of expert advice, they argue, will likely result in inadequate information for students about discipline and degree requirements, unintentional

registration in courses not needed for graduation, and repeating classes students need but are not yet prepared to take because of underdeveloped reading, writing, and thinking abilities.

Some attempts were made in the current year to invite students to take advantage of advising. For example, faculty members were provided with addressed postcards, which included advising times along with telephone and e-mail contact information, to send advisees to encourage participation. A summer taskforce is also planned to identify issues, look at relevant data and evidence, and make recommendations to Arts and Sciences faculty in the fall about ways to address advising issues. This discussion will likely address the relationship of advising to course placement, course prerequisites, and strategies to help students achieve college-level proficiency so they may be successful in college courses and graduate. To obtain additional resources for supporting new initiatives in this area, the college applied for a Department of Education Title V grant (funds for designated Hispanic-serving institutions). Although the grant was declined, feedback from the Department of Education will be considered, and the college will reapply for the grant.

Learning Centers And Linked Courses

To help students improve their math and writing skills, for the past six years, YVCC has offered the services of a mathematics center and a writing center on both the Yakima and Grandview campuses.

The intended outcomes for students using the math centers are higher completion rates. In addition, students who spend time in the math centers express increased confidence in their ability to acquire required math skills than do students who may need but do not use the math centers. This conclusion is confirmed by data analyzed in 1998 from the Yakima Math Center (available in the Mathematics Department notebook), which showed completion rates of students who used the center were as much as 12 percent higher than those who did not. The math centers furthermore aid in the placement, or changing the placement, of students in math courses. The individualized instruction students receive in the centers is likely to show whether or not they can meet the demands of a math class at a given level. If a change in class proves necessary, the instructor may make that recommendation. Another measure of the success of the Yakima Math Center is the increasing number of students served. (See Standard Three for a description of the mathematics centers.) Currently the Math Center serves approximately 1,100 students per year, with a total of more than 7,000 visits.

The primary goal of the Writing Center is to help students develop productive writing habits that they may use throughout their education. Learning outcomes for students include identifying writing strengths and areas for improvement and gaining confidence in writing abilities. The Yakima writing center director keeps track of the number of students who use the center, comparing the numbers between academic quarters and years. Since the opening of the Yakima Writing Center in 1994, the number of student contacts has increased overall from 74 in fall 1994 to 1,800 at the end of spring quarter 2000. Other evaluative means include student/instructor comments, consultant observations, and results of satisfaction surveys.

The director of the Grandview writing center is in the process of formalizing a system to count and compare numbers of students using writing center services. Because the Grandview Writing

Center, library, and Math Center share space and writing center hours vary each quarter, it has been challenging to obtain an accurate count of drop-in students beyond those enrolled in English 085, a course which allows students to earn credit through the Writing Center. Current estimates place the number of contacts in Grandview at approximately 200 per quarter. (See Standard Three for a description of the writing centers.)

Recently, a writing center Web site with an online writing lab (OWL) was developed. The OWL was piloted during spring quarter and will be offered to students beginning fall 2001.

Other initiatives to promote student success are linked classes and learning communities. These coordinated classes are based on the theory that students learn better and more comprehensively when (1) a subject is taught and discussed across disciplines, (2) a skills class, such as reading, writing or math, is combined with a class in any discipline, or (3) a skills class, such as basic writing or reading, is linked with a complementary skills class. The linked classes and learning communities listed below are only a few examples. More information about these classes may be found in the Curriculum, Teaching, and Learning section of this report and in Exhibit A-2.3.

- The successful “Why People Believe Weird Things” learning community links biology, psychology and English in the study of paranormal phenomena.
- Ed 105 and 106 (Freshman Seminar and College Seminar) are often linked with biology, anthropology, psychology, or political science.
- English 70 (English Essentials I) will be linked with developmental reading in fall 2001.

Special Need Students

A workshop addressing needs of students with learning challenges was part of the convocation schedule for fall 2000. Faculty members perceive that they are encountering more students with a range of disabilities and more serious emotional issues than in the past, developments which can have a disruptive impact on the classroom-learning environment. Although many counselors, administrators, and faculty members concur on this trend, further evidence and understanding of the perceived problem is needed. Discussion is warranted about resources required to support learning of special need students as well as instructors dealing with classroom disruptions and seeking advice about appropriate accommodations in the classroom.

Confidentiality Of Student Records

The general use of Instructor Briefcase, software giving faculty members access to student records in their offices, raises the importance of faculty responsibility to keep student records confidential. Some faculty members voice the need for a division-wide policy or guidelines and strategies (such as shredding confidential material and locking office doors when computers are turned on) to preserve confidentiality.

Department Support Of Extracurricular Activities

There is a general feeling among the faculty that learning both in and out of class fosters a sense of connection with the institution and aids the program in which it takes place by encouraging student leadership, expertise, and talents. Individual departments report success with clubs such as the Philosophy Club, which sponsors discussion groups, brochure and bookmark distributions,

film viewing, and conference attendance. Faculty members are also involved with student organizations such as the Tiin-Ma and MEChA clubs, which address cultural interests and encourage participation in cross-cultural experiences, student governance, and other campus activities. The Read Club sponsors events both on campus and in the community, promoting reading to children and encouraging local families to read together. For the past three years students have been encouraged to submit their writing and artwork to a student literary journal, Prism, which honors student efforts in writing, painting, photography, and other artistic mediums. An earlier journal, Mainsprings, disseminated examples of student coursework that showed noteworthy thinking and communication skills, accompanied by faculty commentary. Copies of Prism can be found in the English Department notebook. Exhibit A-2.6 contains copies of Mainsprings from 1993 to 1998. Further examples of faculty members involved in extracurricular activities with students (such as Project Gear-Up, where YVCC drama students team up with middle-school students visiting campus, and regional/international music group performances) may be found in department/discipline notebooks.

Analysis And Appraisal Of Students

Strengths

- Students are central to the concerns of the Arts and Sciences faculty demonstrated in faculty interest in effective class scheduling, student advising and course selection, collaboration between classroom teachers and learning centers, and leadership and participation in clubs and activities outside the classroom.
- Faculty members realize that a high priority of the division must be to understand changing student needs and develop a curriculum responsive to students needs.
- Students marginally prepared for college-level work are also a central concern of the division. This is shown in support for and referrals to math and writing Centers, development of linked classes and learning communities, and volunteer efforts to define and investigate advising and prerequisite issues in the hope of setting a purposeful goal in this area in 2001-2002.

Challenges

- Lack of relevant, division-specific data—until spring 2001—to support real understanding of problems and planning of solutions evident in course scheduling, student advising, department and division goal-setting, and effective instruction. Now that this data is available, faculty time and effort will be needed to set and implement goals, prioritize problems, and design interventions that will strengthen advising and effectively support marginally prepared students.
- Identifying characteristics of students who complete degrees and discussing ways to identify gatekeeper courses deserving special attention and support.
- Finding time and resources to develop curricula in response to changing student demographics and consequent needs.

Recommendations And Actions Taken

Recommendations	Action(s) Taken
Discuss recommendations of the Summer Advising Group and set clear goals to improve student advising.	Will be addressed during convocation 2001.
Cooperate with efforts to provide and obtain accurate and consistent data across all areas of the college and continue to make institutional records available as needed for appropriate analysis and planning.	Plans are in place to continue addressing the need for accurate data in support of division assessment work. Coordination efforts will continue with the Data Group.
Use all available information to set the most meaningful department and division goals possible.	Will be addressed during convocation 2001.
Use newly available information for more flexible and responsive course scheduling.	Data will be made available to the Course Scheduling Team.
Keep in the forefront the needs of students with pre-college skills for advising and course choices that help them progress towards their goals while attaining the skills they need to do college-level work.	Consider setting division goals or prioritizing assessment work in this area; develop ideas for a Title V grant application in spring 2002.
Consider a division-wide records confidentiality policy.	The dean will raise the issue with other deans and the vice presidents and will put the topic on a department head meeting agenda.

RESOURCES

Arts and Sciences resources generally reflect the limited financial resources of the institution. Equipment over the last three years has been very limited; the instructional administration (vice presidents and deans) decided to concentrate resources in one or two areas each year, hoping to address needs more fully that way. In the coming year, the Arts and Sciences Division will have an opportunity to make a number of important purchases to improve classrooms and labs, increase resources to the curriculum, and enhance technology access and use in the classroom.

Money for department supplies is extremely limited. Lab fees are essential to the programs that have them in order to keep the labs functioning adequately.

Arts and Sciences faculty offices are small and minimally furnished. Technology Services staff members have conscientiously worked to upgrade faculty computers, within the limits of their resources.

Computer labs are covered in Standard Six of the self-study. The English Department, in particular, would like to regularly schedule classes in computer labs, but space is limited. In the past year, communication about scheduling computer labs for writing courses has improved.

Equipment allocations over the last five years are provided in Table A-2.18.

Table A-2.18: ARTS AND SCIENCES EQUIPMENT ALLOCATION

Year	Instructional Equipment (includes division requested technology)	Classroom Equipment/ Furnishings	Office Equipment
2001-2002	\$57,348	\$57,348	\$5,639
2000-2001	\$0	\$3,064	\$2,400
1999-2000	\$12,675	\$3,500	\$2,325
1998-1999	\$57,140	\$3,017	\$0
1997-1998	\$19,776	\$420	\$5,409

At the end of each year, when funds allowed, additional equipment was purchased. A number of other small purchases were made with supplies funds. Lab fees allowed resource materials and occasionally equipment essential for lab students to be purchased. Further information is provided in Standard Six.

Facilities

Biology requested a minor remodel of one of their labs in Glenn Hall. Unfortunately, the project has not yet been approved. Some electrical work will be completed in the Art Department this summer to address safety issues in the pottery studio. Additionally, improvements in Kendall Hall will include a minor change to one classroom making it more suitable for Drama Department use and carpet replaced in a music classroom.

Storage in Kendall for the music and drama programs is inadequate. The Drama Department needs additional storage for stage sets and costumes and would like an informal area for students who are involved in rehearsals and productions. The Music Department also needs additional practice rooms. Most important, an alternative space must be found for the keyboard room, which barely functions as a classroom and is too small to be accessible to students with disabilities. In addition, Kendall Hall restrooms are inaccessible to people with disabilities. The college is aware of these limitations and is considering ways to address the concerns through capital funding requests.

Additional computer lab access would help the English Department increase computer use in composition classes. While clarification of resources and cooperation with Technology Services in scheduling has improved, during the next few years additional space for computer labs is needed and anticipated.

Use, Storage, And Disposal Of Hazardous Material

The Art, Photography, Biology, and Physical Sciences departments address use, storage, and disposal of hazardous materials in their self-studies. Classroom, lab, and studio safety issues likewise have been addressed in the Curriculum, Teaching and Learning section of this report.

Analysis And Appraisal Of Resources

Strengths

- This year’s equipment purchases will make a significant difference to instructional programs and classrooms.
- A new Higher Education Center recently funded for the Yakima campus will provide additional classrooms, computer labs, and offices.
- Discussions of Kendall Hall renovations have begun.

Challenges

- Long-term equipment maintenance, replacement, and purchasing schedules need to be developed.
- Limited resources make it necessary to plan in small increments.
- Faculty offices need improvement.

Recommendations and Actions Taken

Recommendations	Action(s) Taken
Identify areas of highest priority for building remodel/renovation and classroom/lab improvement.	The dean participated in a capital planning retreat in July 2001.
Stay closely involved in the plans for the Higher Education Center and ensure that Arts and Sciences classroom space, office space, and access to computer labs are improved to the greatest degree possible.	The dean will work with the Administrative Council and keep the faculty apprised of ways to be involved.
Determine the best way to develop a long-term equipment maintenance, replacement, and purchasing schedule.	Will be discussed with department chairs.

Community Outreach

Community Outreach is both an institution and division goal. While YVCC is in the process of developing a marketing plan, the college took steps to improve its visibility within the community over the last few years and to strengthen its role as an educational leader in the Yakima Valley. The Office of College Relations has been a key resource for this purpose.

As part of the institutional goal to improve the college’s involvement in the community, the Division of Arts and Sciences has taken an active role in bridging the gap between the college and the community. Although the division already has a history of being active in the community, the current division faculty has agreed to uphold and expand on this tradition. Documentation of Arts and Sciences intermediate and long-term community activities is provided in Table A-2.19. On an annual basis, departments review their community outreach activities, identifying successes, failures, and areas of improvement. Additional information and documentation of department activities is available in the department/discipline notebooks.

Purposes, Activities, and Outcomes of Department and Division Community Activities

Table A-2.19: PURPOSES AND OUTCOMES OF COMMUNITY OUTREACH ACTIVITIES

Purpose	Activity	Outcome
<ul style="list-style-type: none"> • Change the perception of Arts and Sciences degree programs. • Portray the college as a viable option for the first two years of college. 	<ul style="list-style-type: none"> • Faculty lecture series featuring faculty members throughout the division. 	<ul style="list-style-type: none"> • The lecture series was very successful. It provided an opportunity for the community to meet YVCC faculty members as well as a forum where faculty could showcase their interests and accomplishments.
<ul style="list-style-type: none"> • Increase awareness of division within the community. • Represent the division faculty as qualified, caring instructors. • Improve faculty morale. 	<ul style="list-style-type: none"> • Linked courses: “Why People Believe Weird Things.” • Faculty lecture series. • Student pottery sale. • Exhibitions of student and faculty art displayed in the Larson Gallery. • Performances by the Music Department: jazz and choral performances. • Drama performances at YVCC and in schools. 	<ul style="list-style-type: none"> • Feature article in the Yakima Herald- Republic about the “Weird Things” course. • See above information pertaining to lecture series. • Pottery sales and exhibitions expose the humanities (art and photography) to the community. • Performances with the Yakima Symphony and area high schools; Big Band Night. • Yakima Herald-Republic articles highlighted drama instructor involvement with students on campus and in the community.

Standard Two—Educational Program and Its Effectiveness

Purpose	Activity	Outcome
<ul style="list-style-type: none"> Respond to the community needs for service and expertise. 	<ul style="list-style-type: none"> Volunteer tutoring and reading internships in local elementary schools. Faculty members appeared as experts on local television broadcasts pertaining to election results and the Seattle earthquake. 	<ul style="list-style-type: none"> Over 200 volunteers and 50 work-study students took part in the America Reads program. Volunteers worked in schools and homeless shelters to assist in reading. Gave exposure to History/Political Science and Geology department faculty members.
<ul style="list-style-type: none"> Reach out to educators and schools in the community (K-12). 	<ul style="list-style-type: none"> Participation in Gear-Up Project for elementary and middle-school students. Visits to local high schools arranged by the Admissions Office. High school days on the YVCC campus. Science teachers invited to campus by the Physical Sciences Department. Statewide conferences coordinated by the YVCC faculty and held at YVCC. 	<ul style="list-style-type: none"> Gives young children an opportunity to visit a college campus. This in turn will stimulate their interest in college. Prospective students view the YVCC campus and sit in on classes. Keeps YVCC faculty current on happenings in K-12 curriculum. Physical Science would like to plan a follow-up workshop with K-12 teachers.
<ul style="list-style-type: none"> Articulate with four-year schools and specific programs. 	<ul style="list-style-type: none"> Articulation agreement in engineering with WSU. Improved communications with four-year colleges about YVCC students who transfer. Plans to articulate with four-year colleges (CWU, WSU, UW) regarding YVCC new capstone requirement. 	<ul style="list-style-type: none"> Better advising for current and former YVCC students. Established contact with CWU Admissions and Institutional Research offices. This will be part of the development of the capstone course, ensuring that students see benefits of the course when they transfer.

Analysis And Appraisal of Community Outreach

Strengths

- Faculty excited about many new activities.
- Remarkable energy has been focused in this direction in the last year.
- Support from Office of College Relations has been outstanding.
- Faculty leadership has been strong in many departments and on the division level.

Challenges

- Keeping an effective focus and prioritizing activities.
- Finding time in a busy schedule for new activities.

Recommendations and Actions Taken

Recommendations	Action(s) Taken
Continue these activities because of the positive effects they are having on the faculty, students, and community.	Discuss at convocation 2001.
Focus most activities in a few areas of impact.	Set goals for 2001-2002 during convocation.
Make the most out of the Higher Education Center coverage and create more opportunities for better articulation with WSU and CWU.	Consider in goals for 2001-2002.
Find better ways of communicating with high school colleagues.	Consider in goals for 2001-2002.

Appendices

- A-2.1 Inventory of Assessment Forms and Documents
- A-2.2 Best Practices Policy
- A-2.3 Three-year cycle of faculty evaluation
- A-2.4 Public Four-year Institutions where Most YVCC Students Transfer
- A-2.5 Degree Worksheets
- A-2.6 Arts and Sciences Discipline Mission, Outcomes, and Abilities
- A-2.7 Capstone Proposal
- A-2.8 Course Guidelines for Running Start Students
- A-2.9 A&S Courses Required by Professional and Career Education
Certificates/Degrees
- A-2.10 Schema of Assessment Plan
- A-2.11 List of sources of data supporting Assessment Plan
- A-2.12 Enrollment trends: College-wide
- A-2.13 Enrollment trends: Time slots
- A-2.14 Enrollment trends: Student Demographics I
- A-2.15 Enrollment trends: Student Demographics II
- A-2.16 Degrees earned I
- A-2.17 Degrees earned II
- A-2.18 Degrees earned III

Materials in the Resource Room

- A-2.1 Division Notebook
- A-2.2 Department/Discipline Notebook
- A-2.3 Learning Communities/Linked Classes Notebook
- A-2.4 Larson Gallery
- A-2.5 Assessment Notebook
- A-2.6 Mainsprings

BASIC SKILLS

OVERVIEW

The Basic Skills Division is formally comprised of one department, the ABE/ESL Department, with two main components: Adult Basic Education (ABE) including General Equivalency Diploma (GED) preparation and English-as-a-Second-Language Literacy (ESL). All activities of the division are directly related to either ABE or ESL populations and services. While different funding streams may focus basic skills services differently, only those activities directly related to the acquisition of basic skills are offered through this division. In addition to general skills classes, YVCC currently offers ABE aimed toward welfare-reform, family literacy, corrections, volunteer tutoring and developmentally delayed populations, and ESL focused on citizenship and volunteer tutoring.

At the time of the 1991 self-study, ABE and ESL services were offered under the Learning Assistance Division. Also included in the division at that time were the Women's Program, Business Office Occupations, Tutoring Services, and the library. As the funding sources for basic skills services changed and expanded, the administrative structure was altered to reflect the needs of the programs. The current designation of the Basic Skills Division began during the 2000-2001 academic year.

Yakima Valley Community College has been offering ABE and ESL services for more than 30 years. The past 10 years have seen major changes in the field of adult basic skills education, changes that have affected course content, teaching methods, assessment, and reporting processes. The most significant changes in the field center around instruction and assessment mandates. In 1991, ABE/GED programs were still predominately lab based, with students working at their own pace to complete activities focused on improving basic skills and/or completing the GED. At the same time, ESL programs were classroom based and focused on survival English. ABE and ESL family literacy programs operated with a mixture of class and lab models and emphasized increasing the educational skills of both parents and their young children. Services for the developmentally delayed were housed in the Selah School, an inpatient institution. The Volunteer Literacy Program recruited, trained, and monitored tutors at a variety of sites and used taped children's books to improve basic literacy for adults functioning below a fourth-grade level. Both ABE and ESL programs were operated in correctional facilities. All programs organized instruction around the Washington State Core Competencies and used standardized tests to measure progress. The expectations of the field have changed dramatically since this time, however, with the current "best practices" in adult education professionalizing the field.

The Washington State Plan for Adult and Family Literacy Services (Exhibit B-2.1) centers basic skills efforts on activities and populations targeted by the federal government in the Workforce Investment Act, the major funding stream for basic skills activities. Included in this plan are mandates about who will be served, how they will be served, and how programs will assess and report progress:

- Each basic skills program must identify, recruit, and retain students who are most in need of the services offered.

- All services must be built around identified student goals and needs and the Washington State Core Competencies, not around a formal curriculum.
- Both classes and labs should be offered and both must incorporate the Equipped For the Future (EFF) instructional framework into all activities with students. The EFF framework concentrates instruction on the roles adults play in their communities and the skills they need to fulfill these roles.
- Assessment activities must follow the state plan, using the Comprehensive Adult Student Assessment System (CASAS) for initial screening, performance tasks for ongoing assessment, and standardized activities for progress assessment.
- Whenever possible, basic skills services should be linked with other activities such as job training, welfare reform, or community needs programs.
- The Washington Adult Basic Educators Resource System (WABERS) data management system must be used for reporting student demographics and progress.

The Basic Skills Division has made significant changes in compliance with these mandates:

- Schedules now include formal entrance sessions aimed at administering the CASAS; information about student needs, interests, and goals is collected; individual student learning plans are designed to track and monitor outcomes; and students are referred for needed support services.
- ABE services are now evenly split between class and lab models, and more formal classes are planned because of the additional EFF framework activities.
- ESL services focus on thematic instruction that incorporates listening, speaking, reading, and writing competencies, rather than only emphasizing survival skills.
- Faculty training activities have focused on administrative duties, such as data collection and lesson planning with EFF, more than on instruction-related duties.
- Fewer volunteers have been recruited as instructional mandates have made it necessary to employ more professional staff members.
- Programs offered to some populations and in some sites have been heavily scrutinized and will be modified or discontinued in the future. For instance, directed funding is no longer available for services to the developmentally delayed, little progress is made in services to correctional facilities because inmates have few hours to attend, and low numbers of students in some outlying areas make services financially unfeasible.

The dean of basic skills and the Grandview campus administers the Basic Skills Division. Administrative support positions currently include a division manager, a fiscal specialist, a secretary senior, an administrative-exempt coordinator for the Families That Work Program, and various data-entry and office assistant positions. During the past 10 years, additional administrative support positions were filled depending upon funding sources and grant requirements. The instructional staff includes 9 full-time faculty, more than 40 part-time faculty, 2 full-time instructional technicians, 1 full-time teaching aide, and a variety of part-time teaching assistants. Faculty members elect a department chair who serves as a liaison with the administration.

Basic Skills Division programs are offered at 15 different sites from Ellensburg, at the northern edge of the service district, to Goldendale, at the southern edge. The major sites include the

Ellensburg WorkSource Center, the Yakima campus, the Toppenish Learning Center, the Wapato Community Center, the Sunnyside WorkSource Center, the Grandview campus, and the Goldendale Learning Center. Both daytime and evening services are offered in a variety of locations, with schedules planned to reflect identified community needs and patterns of use. The division makes every attempt to provide all sites with computer access for instructors and students, sufficient supplies and materials, and adequate facilities for instruction.

Funding for Basic Skills programs includes college monies, Office of Adult Literacy (OAL) grants, College Alternative Program (CAP) agreements with five local school districts, and other sources, both direct and indirect, for specific activities. Over the past 10 years, funding for adult education has more than doubled, with many of the sources now mandating specific activities or target populations and expecting quality services rather than quantities served.

The Basic Skills Division adds to YVCC's overall efforts in a number of ways. Partnerships with many local agencies create a community focus. Direct efforts to support students from the PACE and Arts and Sciences divisions add to the college's retention efforts. Support activities include helping students review skills before taking the ASSET; providing self-paced, low-level math activities for developmental college students; co-enrolling upper-level basic skills students in developmental reading and writing classes; and providing testing and academic support for a number of specific vocational programs, including agriculture ESL classes and the VOTE program. Basic Skills staff and faculty members also serve on many college-wide committees and have a long history of providing quality services in the district.

MISSION AND GOALS

Basic Skills Division Mission: To provide opportunities that empower students to develop basic literacy and life skills for their roles in the home, workplace, and community.

Basic Skills Division Goals: The Basic Skills mission and goals support the college's mission and goals by focusing on student success, securing additional funding for basic skills activities, maintaining databases that identify outcomes, and working with the community to help students gain the skills they need to live and work in the communities YVCC serves.

2000-01 Goals

Faculty and Staff Goals:

1. Clarify departmental procedures for students and staff.

Curriculum, Teaching, and Learning Goals:

2. Ground instruction in the lives of students.
3. Maintain required reporting systems.
4. Offer a variety of services for students that are reflective of community/student input, needs, and perceptions.

Student Goals:

- 5. Reach underserved basic skills populations.

Resource Goals:

- 6. Secure and maintain appropriate funding.

Goal One	Met	Not Met	Partially Met
Clarify departmental procedures for students and staff			X
<p>Documentation and Evidence:</p> <ul style="list-style-type: none"> • 2001-2004 RFP, especially Q22 (Resources section) • Job descriptions (Faculty & Staff section) • CAP and regular student handbooks (Student section) • Organizational charts & pathways for information (Faculty & Staff section) • Educational interview checklist (Curriculum, Teaching, & Learning section) • Performance task template and rubrics (Curriculum, Teaching, & Learning section) • Attendance rosters and agendas from trainings on WABERS, performance tasks, and rubrics • Dean’s newsletters (Faculty & Staff section) • Department meeting minutes and accreditation meeting minutes (Faculty & Staff section) • Individual student learning plans (Curriculum, Teaching, & Learning section) • Student evaluation paperwork (Faculty & Staff section) <p>Analysis:</p> <ul style="list-style-type: none"> • Documents used with students, including scripts and checklists for orientation sessions, appear to clarify procedures and expectations for students. Using performance tasks for assessment clarifies learning expectations for students. There is no evidence currently gathered about whether instructors are actually using performance tasks. • Administrative structure, including all levels of staff members, lacks stability and clarity. Many changes have occurred in the past two years. While the RFP suggests a structure for ensuring effective administration, there are no forms, formats, or processes for following through with the plan. Formalizing this structure should be a priority for next year. All staff meetings have been helpful; more may be necessary. 			
Recommendation for 2001-2002	Modify	Omit	Retain
Break this goal into two separate goals: 1. Clarify department procedures for staff.	X		
<p>Explanation:</p> <ul style="list-style-type: none"> • The two target audiences (staff and students) named in Goal 1 need to be separated to avoid confusion. Procedures for students are regularly evaluated by faculty and updated accordingly. • With three deans and two directors in five years, there has been little stability in the division’s administration and ambiguity about roles and responsibilities at all levels. The current administration is trying to sort out how best to administer the division. 			

Goal Two	Met	Not Met	Partially Met
Ground instruction in the lives of students.			X
<p>Documentation and Evidence:</p> <ul style="list-style-type: none"> • Basic Skills template for course outlines and syllabi, including samples of each (Curriculum, Teaching, & Learning section) • Partnership lists, including co-location sites (Student section) • ABE and ESL individual student learning plans (Curriculum, Teaching, & Learning section) • Equipped For the Future (EFF) training agenda and list of attendees (Faculty & Staff section) • Lesson plans (Curriculum, Teaching, & Learning section) • End-of-the-quarter conference forms (Curriculum, Teaching, & Learning section) • WABERS data on goals attainment (Curriculum, Teaching, & Learning section) • “Real-life” and lending materials lists (Curriculum, Teaching, & Learning section) <p>Analysis:</p> <ul style="list-style-type: none"> • As a whole, the division has advocated, received training, and developed formats for basing instruction on student interests and concerns. • All ABE students have individual student learning plans, and ESL instructors have been phasing in use of the same for ESL students. • All full-time and more than half the part-time faculty members have been trained to use EFF. Families That Work instructors have used EFF as a tool for planning classes, organizing instruction, and evaluating outcomes with students. • There is a plan for end-of-the-quarter conferences but no system-wide data on the numbers of students who participated in conferences or the outcomes of these conferences. 			
Recommendation for 2001-2002	Modify	Omit	Retain
Provide evidence that instruction is grounded in the lives of students.	X		
<p>Explanation:</p> <p>Without a formal means of collecting information about what actually is taught, the division is unable to ascertain whether instruction significantly connected to student lives. To better determine whether this occurs, the division will develop a class summary format to be turned in to the dean at the end of each quarter. This format will include information about how class themes were set, what they were, how many sessions they were covered in, and how assessment was conducted. Any performance tasks should be attached.</p>			

Goal Three	Met	Not Met	Partially Met
Maintain required reporting systems.	X		
Documentation and Evidence:			
<ul style="list-style-type: none"> • Operations review from OAL, March 2001 (Curriculum, Teaching, & Learning section) • Student files (Curriculum, Teaching, & Learning section) • WABERS data (Curriculum, Teaching, & Learning section) • SMS data (Curriculum, Teaching, & Learning section) • RFP assurances page (Resources section) • Staff training attendance lists (Faculty & Staff section) • Mid-biennium report (Curriculum, Teaching, & Learning section) 			
Analysis:			
<ul style="list-style-type: none"> • The accuracy of WABERS data and consistency in student files needs improvement. Basic Skills does a good job of consistently collecting the same intake data and maintaining records, but what is maintained for evidence of progress is inconsistent. • The CAP students had to be removed from the WABERS data since they are included in school district reports. • Procedures need to be examined to make certain that student information is confidential. 			
Recommendation for 2001-2002	Modify	Omit	Retain
Maintain required reporting systems.			X
Explanation:			
<ul style="list-style-type: none"> • In order to keep funding, the division must accurately maintain the WABERS data system and the SMS registration data. • In districts where the division has CAP agreements, those students cannot be included in the WABERS reporting because they are already counted as served through the school districts. 			

Goal Four	Met	Not Met	Partially Met
Offer a variety of services for students that are	X		
<p>Documentation and Evidence:</p> <ul style="list-style-type: none"> • Schedules (Curriculum, Teaching, & Learning section) • Student evaluations and input surveys (Faculty & Staff and Curriculum, Teaching, & Learning sections) • Department meeting minutes–reviews of schedules (FS section) • Advisory Committee minutes (Community Outreach section) • Student intake paperwork (Curriculum, Teaching, & Learning section) • Individual student learning plans (Curriculum, Teaching, & Learning section) • Partnership and interagency agreements (Resources section) • RFP 2001-2004, Questions 1 & 4 (Resources section) • Mid-biennium report (Curriculum, Teaching, & Learning section) <p>Analysis:</p> <ul style="list-style-type: none"> • A variety of ABE and ESL classes were offered successfully at different times of the day, at different locations throughout the service district, in different formats, and in partnership with different agencies. • Regular input is obtained from outside agencies, students, and the ABE and ESL faculty members; efforts will continue to prevent duplicate services. • Community need is balanced with the expense of offering courses so as to maximize ability to serve. • There is little student input into the formal schedule; a means for students to provide input needs to be developed. 			
Recommendation for 2001-2002	Modify	Omit	Retain
Offer a variety of services for students that are reflective of community/student input, needs, and			X
<p>Explanation: Basic Skills students “vote with their feet” and leave if their needs are not being met. It is important to identify needs and interests from a variety of perspectives.</p>			

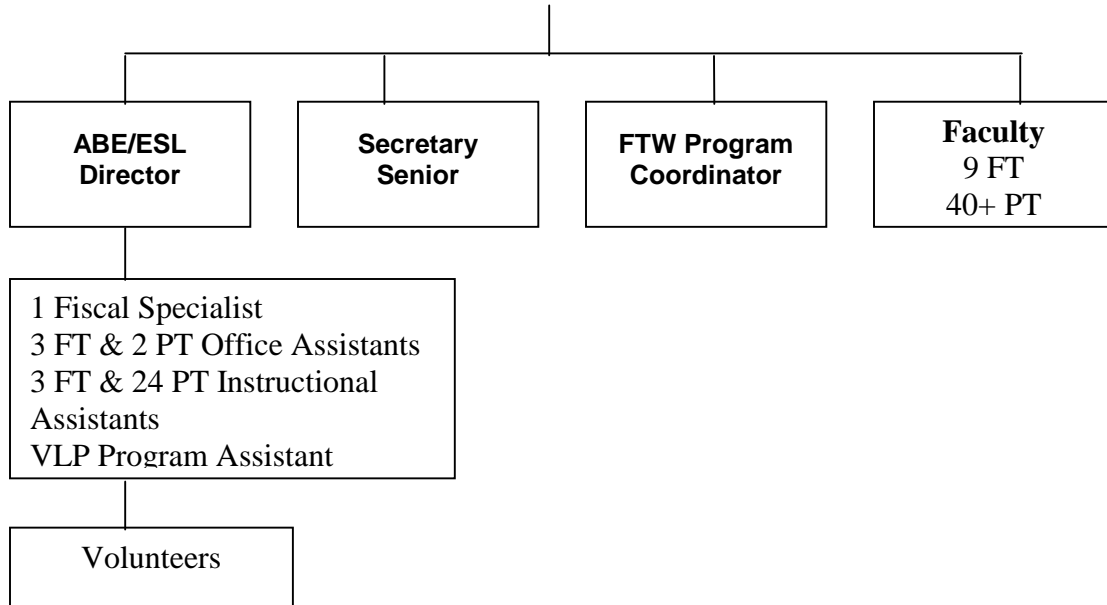
Goal Five	Met	Not Met	Partially Met
Reach underserved basic skills populations.	X		
Documentation and Evidence:			
<ul style="list-style-type: none"> • The 2001-2004 Request for Funding Proposal to OAL define “underserved” both historically and for the future (Resources section). • Statistics for the RFP were obtained from the annual WABERS and federal report documents for 1999-2000 (Curriculum, Teaching, & Learning section). • Minutes from Literacy Consortium, ABE/ESL Advisory Committee, and RFP development meetings (Community Outreach section). 			
Analysis:			
<ul style="list-style-type: none"> • Data collected in response to Question 1 in the 2001-2004 RFP indicates that the division has been successful in reaching target groups. More than 80 percent of students functioned below the sixth- grade level at entrance and more than 70 percent were from ethnic minority groups. • Meeting minutes demonstrate that the division has worked with other agencies to define the need for services and has been successful at targeting and serving those in need. 			
Recommendation for 2001-2002	Modify	Omit	Retain
Target services to the following underserved population groups: limited English-proficient adults; high school dropouts, including those with recognized and unrecognized learning disabilities; public assistance recipients; low income parents;	X		
Explanation:			
The funding sources for ABE and ESL mandate that agencies applying for funds consider who really needs services in their areas. In addition, monitoring visits emphasize that agencies must continually review their enrollment and outcomes to determine whether they are serving those most in need. The goal needs to state clearly which underserved populations are targeted.			

Goal Six	Met	Not Met	Partially Met
Secure and maintain appropriate funding.			X
<p>Documentation and Evidence:</p> <ul style="list-style-type: none"> • CAPS Agreements with Ellensburg, Yakima, Wapato, Toppenish, and Grandview school districts • \$100 fee agreements with Northwest Community Action Center, Opportunities and Industrialization Center, People For People, Private Industry Council, Washington State Migrant Council, and the Yakama Nation (Resources section). • Request for funding proposals (Resources section) • Budgets and budget summary charts (Resources section) • Ordering procedures and forms (Resources section) • Partnership overview (Student section) • Partnership agreements with the Department of Corrections and People For People (Resources section) <p>Analysis:</p> <ul style="list-style-type: none"> • The division has secured and maintained a variety of funding sources for basic skills education. • Procedures and budgets support the acquisition of materials to support appropriate instruction. • College funding has increased over time. OAL funding has varied based on specific funding programs. • Annual problems with funding (e.g., budget cuts) adverse affect the administrative structure (e.g., creating a part-time dean) and staff development opportunities. 			
Recommendation for 2001-2002	Modify	Omit	Retain
Secure and maintain appropriate funding for administration, staff, faculty, facilities, equipment,	X		
<p>Explanation:</p> <ul style="list-style-type: none"> • The division has a long history of exploring and securing alternative funding sources, including varied partnerships. • Some resource areas are not well supported, including equipment, staff development, and administration. 			

FACULTY AND STAFF

Job descriptions for all Basic Skills positions are regularly reviewed and updated (Exhibit B-2.2).

Figure B-2.1 BASIC SKILLS ORGANIZATIONAL CHART
Dean for Basic Skills & Professional & Career Education



Administration

From 1990 through 1999, the Basic Skills Division included the Library, Media Center, and Women’s Programs. In 1999, in an effort to accommodate the growing challenges of providing access to Adult Basic Education, English as a second Language, and GED instruction, the Library and Media Center were reassigned to the supervision of the vice president for instruction and student services. In 2000, Women’s Programs were reassigned to the PACE Division. Prior to 1996, there was an ongoing history of fulltime faculty being assigned release time to perform administrative duties. In 1997, those duties were removed from faculty and assigned to an administrator, the Director of Adult Basic Education.

The current administrative structure of the Basic Skills Division includes the dean for basic skills, an ABE/ESL director, and a Families That Work (FTW) administrative exempt program coordinator. In addition to representing the division within the YVCC structure, the administrators perform the following activities specific to Basic Skills programs:

- Attend quarterly Council for Basic Skills and FTW meetings to keep informed about federal and state activities.
- Respond to Office of Adult Literacy missives, including writing funding proposals, orchestrating program reviews, providing anecdotal and statistical reports on specific programs, and sharing local perspectives on state and federal initiatives.

- Meet weekly with the Basic Skills Department chair to review local services and share instruction related information from outside agencies.
- Route sample copies of instructional materials to the various sites and instructors so that ideas for instruction are shared and new approaches are developed in line with funding source requirements.
- Hold consortium meetings with other agencies and Adult Education Advisory Board meetings to review services and plan activities that meet community needs.
- Provide available funds for faculty to attend conferences and workshops/classes related to the development of their instructional skills for targeted populations.
- Manage the WABERS reporting system, including training and supervising support staff members responsible for data entry and analyzing data to ascertain overall program effectiveness.

Oversee OAL and interagency agreements, including all sub-grants of OAL funding, partnerships with local school districts, and collaborative agreements for student support services.

Basic Skills administrators are evaluated annually under the direction of the vice president for instruction and student services. Evaluations include written surveys and feedback from a representative sample of administrators, instructors, and support staff members. Compiled evaluation materials are provided to the administrator during an in-person evaluation conference, and goals for improving performance are set.

Administrative Support Staff

Only one administrative support staff person, the secretary senior, reports directly to the dean. All other administrative support staff members report to the director or the FTW coordinator. *(Note: The coordinator's position ends June 2001 because the FTW grant was not renewed. Other changes are in process as a result of the August 2001 reorganization.)*

In addition to performing general duties, the administrative support staff members complete the following activities specific to the Basic Skills Division:

- Secretary senior schedules classes, tracks professional development activities of faculty and staff, and is a conduit for information related to the Office of Adult Literacy and other partnerships.
- Fiscal specialist maintains Office of Adult Literacy grants and other partnership budgets and helps develop budgets for basic skills grant applications.
- Office assistants perform data entry and retrieval duties for the WABERS data management system, produce division schedules and other public relations materials, and perform word processing of home study packets.
- The volunteer literacy program assistant oversees the daily functions of the volunteer program in Ellensburg, including recruiting and supporting volunteer tutors, pairing students with tutors, and arranging for appropriate training.

Staff credentials vary by position and are in line with the class specifications set by the Higher Educational Personnel (HEP) Board. The VLP assistant holds an M.A. in Social Work and has attended specific training on running a volunteer tutoring program.

Staff development activities for administrative support staff members include orientation for office support staff by experienced office staff members; software training, including ACCESS, EXCEL and Outlook training; WABERS training for data-entry employees; contract management training; and meetings with administrators to ensure that registration, enrollment, testing, supporting, and advising activities are carried out professionally and in line with job descriptions.

Full-time administrative support staff members are evaluated annually in accordance with the WPEA Agreement and the HEP Board policies. Administrators conduct the evaluations with input from those who work with the individuals. If concerns about a support staff member's performance surface, evaluations may be conducted more frequently. The results of formal evaluation procedures are shared with the staff person by the direct supervisor during evaluation conferences.

Instructional Support Staff

The instructional support staff includes 2 full-time instructional technicians, one at the Yakima Campus and one at Ahtanum View Correctional Complex; 1 full-time teaching assistant in Grandview; and 24 part-time instructional technicians and teaching assistants assigned throughout the service district. The supervisor of record for instructional support staff members is the director, but the ABE/ESL instructors to whom the support persons are assigned oversee their daily work.

The ratio of instructional support staff members to faculty varies by program and location. For ESL classes, one instructional assistant is assigned for each class of 20 or more students. For ABE classes/labs, an instructional assistant is hired when the site has more than 30 students in regular attendance.

Instructional assistants in the Basic Skills Division are responsible for the following specific tasks in addition to general assisting duties described in the HEP Board job descriptions:

- Student record management following OAL guidelines.
- Placement testing, including administration of the CASAS test and other measures as setup by the faculty.
- Student registration according to line numbers developed to follow the Washington State Core Competencies for adult education.
- WABERS paperwork, including filling out and submitting intake and progress forms.
- Classroom assistance as requested by instructors.

The degree of independence and expectations for performance vary by the type of position and the educational credentials or work experience. When the instructional assistants are required to work independently following procedures set by the program (*e.g.*, conducting CASAS testing, managing a computer lab, or conducting group intake sessions), and possess a four-year degree

or combination of a two-year degree and two or more years of experience, they are hired as *instructional technicians*. When they are in the classroom with an instructor and/or working in an ABE lab under direct supervision and have less than a four-year degree or equivalency, they are hired as *teaching aides*.

Staff development activities for support staff members focus on the performance of position-specific duties: orientation for ESL aides by experienced aides, WABERS training for data-entry employees, oversight of individual student learning plans, record keeping, administration of the CASAS and other assessments, and ongoing work with instructors to support small groups within the classroom. Instructional support staff members are invited to attend workshops for instructors, including EFF and rubrics training, so they may learn the language of the classroom and better understand instructor requests.

Full-time instructional support staff are evaluated during the first quarter of employment and annually thereafter in accordance with the WPEA Agreement. Administrators conduct the evaluations, with faculty members to whom the support staff members are assigned providing input. If concerns about a support staff member’s performance surface, evaluations may be conducted more frequently. The director shares results of evaluations with support staff members during evaluation conferences.

Faculty

The Basic Skills Division has 9 full-time instructors: three with assignments in ESL and six with assignments in ABE. All full-time faculty members have department duties in addition to instruction. Some of these duties are compensated through release time or overload contract; others, such as committee work, are voluntary and not compensated.

Minimum academic requirements for Basic Skills faculty members are a B.A. in the area of specialty and experience working with adult populations; an M.A. and experience are preferred.

Full-time faculty members are scheduled for 48 instructional units (IUs) per academic year. Included in these units are IUs assigned for direct instruction and IUs assigned for instruction-related duties, such as student orientation, site management, staff training, and curriculum development.

Table B-2.1 BASIC SKILLS FULL-TIME FACULTY

Program	ADDITIONAL DUTIES	Name	Hire Date	Tenure Date	Non-tenure	Ed. Degree
ESL	Ag ESL Coordinator	Mary Brunelle	9/12/88	9/1/96		M.Ed.
ABE	FTW & Accreditation Coordinator	Wilma Dulin	3/16/92	9/1/97		M.S.
ABE	CBS & ABE Assessment Representative	Leslie Eglin	9/12/88	3/1/91		M.Ed.
ESL	Yakima ESL Coordinator	Pam Ferguson	1/6/92	9/1/96		M.ESL.

Standard Two—Educational Program and Its Effectiveness

Program	ADDITIONAL DUTIES	Name	Hire Date	Tenure Date	Non-tenure	Ed. Degree
ABE	Toppenish Center Coordinator	Kathy Laws	9/26/88		X	M.Ed.
ESL	ESL Assessment Representative	Raquel Ramirez	9/12/94	9/1/00		M.ESL.
ABE	Department Chair	Becky Scott	10/27/86	3/1/89		B.Ed.
ABE	Sunnyside Site Coordinator	Deborah Selam	9/12/94		X	B.Ed.
ABE	Grandview Center Coordinator	Sheri Wilkins	9/12/94	9/1/97		M.Ed.

In addition to 9 full-time faculty members, the division employs 35 to 40 part-time faculty members each quarter. Most of these part-time faculty members are employed for about 10 IUs per quarter and are eligible for benefits after two quarters of continuous employment at 50 percent of the full-time instructional load. Despite some turnover in part-time faculty, a stable core of 80 percent has been employed for more than two years. The dean's office maintains a current list of all part-time instructors, their assignments, and their department status (Exhibit B-2.3).

Table B-2.2 BASIC SKILLS ENROLLMENTS SUMMER 1991—SPRING 2001	
Quarter	FTE
Sum 91	136.12
Fall 91	422.99
Wtr 92	457.4
Spr 92	314.99
Annualized Totals	443.83
Sum 92	162.53
Fall 92	443.94
Wtr 93	375.01
Spr 93	373.01
Annualized Totals	451.50
Sum 93	155.74
Fall 93	492.37
Wtr 94	558.34
Spr 94	533.06
Annualized Totals	579.84
Sum 94	154.6
Fall 94	468.01
Wtr 95	632.46
Spr 95	728.21
Annualized Totals	661.09
Sum 95	165.68
Fall 95	545.45
Wtr 96	752.26
Spr 96	771.06
Annualized Totals	744.82
Sum 96	205.37
Fall 96	801.97
Wtr 97	867.58
Spr 97	870.66
Annualized Totals	915.19
Sum 97	228.21
Fall 97	710.4
Wtr 98	757.5
Spr 98	684.5
Annualized Totals	793.54
Sum 98	163.2
Fall 98	528.1
Wtr 99	639.4
Spr 99	551
Annualized Totals	627.23
Sum 99	168.5
Fall 99	523.6
Wtr 00	595.3
Spr 00	560.3
Annualized Totals	615.90
Sum 00	124.1
Fall 00	416
Wtr 01	589.3
Spr 01	627.9
Annualized Totals	585.77

During the past 10 years, the standing of Basic Skills faculty members has changed dramatically. In 1996, the working conditions for ABE/ESL faculty included in the YVCFT Agreement were brought in line with those of other faculty on campus. The number of hours worked per instructional unit was lowered from 16 to 10 for classes taught in the lecture mode and from 16 to 13.3 for classes taught in the lab mode. These changes reflect that the field of adult basic education has become more professional, and the expectations for out-of-class activities, such as lesson plan development and student-centered feedback, have greatly increased. ABE/ESL faculty members are now in balance with other YVCC faculty in terms of reimbursement rates, expectations for committee involvement, and participation in college-wide decision-making.

In turn, the change in faculty status reduced the number of part-time faculty members hired and sections scheduled as the cost of classes increased. This change also resulted in a decrease in Basic Skills enrollments (see Table B-2.2) and state budget allocations to the college. The average part- to full-time faculty ratio decreased from 6:1 in 1993 (the earliest quarter for which data is available) to 4:1 in 2001. Fewer numbers of part-time instructors needing supervision and training has enabled the division to concentrate on improving services and monitoring progress more closely. However, even with the reduction in part time faculty consistency in classroom delivery, training, and monitoring are a challenge largely due to a large number of geographically dispersed centers.

Budget reductions and recent state mandates have resulted in the following responsibilities being assigned to faculty:

- Oversight of student registration for their classes.
- Oversight of WABERS data collection and submission for their students.
- Maintenance of lesson plans and other classroom data following funding source required formats.
- Attendance at ABE/ESL trainings and workshops.
- Adherence to department policies on student assessment. These policies are developed and reviewed in light of OAL and other funding source requirements.
- Management of facilities and sites.

Instructors may be compensated for these activities when the hours needed to complete them exceed regular expectations outlined in the YVCFT Agreement.

Faculty development activities during the past two years have focused primarily on implementation of new state mandates: Equipped For the Future (spring 2000), WABERS training (fall 2000), rubrics training (fall 2000), and operations review (winter 2001) (Exhibit B-2.4). Other staff development activities include monthly department meetings (Exhibit B-2.5), mentoring by lead instructors, and meetings focused on specific activities, such as developing standardized formats for student learning plans in ABE and ESL and implementing EFF in Families That Work programs. Seven faculty members attended the 2000 Summer Institute in Olympia, Washington, and 16 instructors participated in training for the Corrective Reading Program in May 2001. Taking advantage of workshops offered at YVCC, instructors enrolled in a variety of technology training sessions for Windows, Word, Excel, Outlook, Instructor Notebook, and Web Master. They also participated in tenure review committees and YVCC staff development activities, including accreditation workshops, abilities training, ethics training, and college grant writing. Both full- and part-time instructors requested more training related to instructional duties rather than administrative duties.

Faculty evaluations are conducted in line with the YVCFT Agreement and district evaluation procedures. Full-time faculty members, tenured and special funded, and part-time instructors are evaluated once during the life of each faculty agreement (generally, every three years). The format for evaluations includes student evaluations, peer feedback, supervisor observations, and self-reflections. The ABE/ESL Department has recommended that student evaluations be done annually on a schedule that rotates from site to site each quarter. These evaluations are to be proctored by an administrative representative (not by the faculty member), with the results given to the instructor in summary format with comments attached. The department also has recommended that a schedule for supervisor observation be developed and followed; such a schedule should reflect the need to observe faculty members in their first quarter of employment. Peer response is provided at the request of the instructor. In 1999, the ABE/ESL Department modified the YVCC scan form for student evaluations to better reflect the reading and English language abilities of ABE/ESL students (Exhibit B-2.6). During orientation sessions, students and new staff members are informed that they may make personal complaints about instructors to the dean of ABE/ESL, which may result in more frequent and varied evaluations.

Volunteers & Work-Study Students

Volunteers and work-study students for instructional tutoring are supervised by a faculty member at the site where they volunteer or by the Volunteer Literacy Program (VLP) coordinator if they are in Ellensburg. At other sites, volunteers and work-study students do not have formal job descriptions, but they are considered to be teaching assistants. To be eligible to tutor, work-study students must already have a high school diploma or GED and must qualify to take classes at levels higher than those offered through basic skills classes.

Volunteers and work-study tutors are invited to attend faculty/instructional assistant trainings. The VLP tutors are encouraged to participate in VLP conferences and workshops; funds are set aside to support these activities. The VLP supports a minimum of 25 tutors each year at the Ellensburg WorkSource Center. Numbers of work-study students and other volunteers vary by

site and quarter. Most are located on the Yakima campus, which employs three or more work-study students and tutors per quarter.

VLP tutor evaluations are conducted on an ongoing basis, with the goal of ensuring a good fit between the tutor and the learner. Work-study tutor evaluations are conducted on a schedule set by the Financial Aid Office. Evaluations include phone contact with the supervisor during the first month of tutoring and quarterly written feedback before re-assignment.

Analysis and Appraisal of Faculty and Staff

Strengths

- The full-time employees of the division have a long history of basic skills service, with the average length of employment for all full-time positions below the administration level being more than 10 years. More than 80 percent of part-time faculty members have been with the division more than two years. This has allowed for growth and expansion while maintaining continuity and accountability at various sites when faculty and support staff members have filled administrative duties.
- Full-time faculty and full-time support staff members are leaders in campus activities, with representation on both unions and all major committees covered by division staff members.

Challenges

- The turnover in administrative staff—three deans and two directors in five years, with most administrators entering the division with little experience in adult basic education—has created challenges for consistent leadership and planning.
- While the ABE/ESL Department has clarified procedures for hiring, training, and evaluating faculty members, the administration has struggled at times to implement these procedures consistently.
- Due to budget and staff reduction and new state mandated reporting requirements, staff development activities have predominately focused on administrative duties, not on instruction, and few funds have been available for what faculty members deem staff development activities to help them improve students' learning. This has been especially challenging for part-time instructors because they need activities that clarify instructional foci and assessment mandates.
- The role of the ABE/ESL Department chair has continued to grow due to the number of sites, faculty, and the demands outside funding sources place on instructional efforts. In 2000-2001, the department chair spent an average of 10 hours per week on activities such as reviewing instructor applications, responding to administrative requests for information, offering suggestions for program management, overseeing department functions, scheduling classes, and troubleshooting faculty questions. Besides the department chair, other full-time faculty members have also taken on administrative duties, including training staff and faculty about the WABERS system and other Office of Adult Literacy data management mandates, developing policies for partnerships, writing funding proposals, and authoring reports.
- Ongoing reductions in student enrollment and staff turnover has also changed the work assignments of some classified staff.

Recommendations And Actions Taken

Recommendation	Action(s) Taken
Review division structure to determine who is responsible for what activities.	Beginning in February 2001, administrative and support staff positions were reviewed, with the following results: <ul style="list-style-type: none"> • Department activities were identified as either administrative or curricular in nature. • The director position was eliminated effective June 30, 2001, and a job description for a division manager was developed. • Yakima Valley Community College decided not to reapply for Families That Work monies, so the FTW coordinator and support staff positions were eliminated effective June 30, 2001. • The vacant full-time office assistant position was changed to a part-time position with scheduling responsibility. • Activities in various areas of the division were charted in an attempt to better understand processes.
Review and revise the procedure for hiring and training part time faculty.	This process will be reviewed with the new dean.
Review responsibilities of classified staff to eliminate duplication and improve efficiency.	The August 2001 reorganization is expected to consolidate and clarify the responsibilities of classified staff and utilize the skills of PACE staff to better support Basic Skills operations.
Evaluate the responsibilities of the department chair and, if needed, reassign duties to administration.	The August 2001 reorganization will result in an additional facilitator position to assume many of the administrative responsibilities previously executed by the department chair.
Increase resources for staff development activities.	The YVCC Foundation has donated matching funds to create an endowment for faculty excellence. This will provide annual awards to faculty to be used for staff development activities.
Develop an annual timeline for department activities.	Information is being gathered about the activities with mandatory timeframes.

Update: Raquel Ramirez, a full-time ESL instructor at the Grandview campus, was elected ABE/ESL Department chair beginning June 11, 2001. As of August 1, 2001, the Basic Skills Division will be integrated into the PACE Division. All positions currently unfilled, including the division manager and office assistant, will be on hold until decisions about how best to include basic skills in the new division are addressed. A new organizational structure which utilizes PACE support staff and eliminates duplication has been put in place as of August 1, 2001.

CURRICULUM, TEACHING, AND LEARNING

The State Board for Community and Technical Colleges directs adult basic education in the state of Washington, including ABE, GED, ESL, family literacy, and basic technology, for community and technical colleges through the Office of Adult Literacy (OAL). The OAL consults with basic skills providers and consumers throughout the state to develop a state plan that is both in accord with the needs and interests of the communities and in line with federal funding requirements. When a community college receives an OAL grant for additional funds for basic skills, all basic skills activities offered by that institution must follow the OAL mandates for curriculum, instruction, assessment, and data management. Because YVCC's Basic Skills Division has received OAL funding for each of the past 10 years, the division has been subject to these mandates and has organized instruction accordingly.

Two curriculum mandates currently drive the development of the curriculum in basic skills: the Washington State Core Competencies (CCs) (Exhibit B-2.7) and the Equipped For the Future (EFF) curriculum framework (Exhibit B-2.8). The CCs are a step-by-step approach to developing adult skills in reading, writing, math, technology, and English language literacy. They have been in existence since before the 1991 accreditation visit but were updated in 2000 to reflect more current educational practices and a different system for placing students at appropriate levels. By state mandate, all basic skills classes must center on the basic instructional levels identified in the CCs. Unlike the CCs, the EFF curriculum framework is not a sequential approach to instruction; rather it is a philosophical approach to developing a student-identified, context-based curriculum. The framework distinguishes 3 role maps (family member, community member, and worker), 13 common abilities, and 16 skills standards around which instruction is to be organized. Perhaps most in opposition to the CCs is the EFF focus on a generative curriculum instead of a prescribed curriculum.

In addition to the curriculum mandates, OAL also has imposed assessment mandates (Exhibit B-2.9). All OAL-funded programs must use the CASAS test for both ABE and ESL placement, have a program-approved assessment process for determining progress and completion, and use only those assessment tools that have been approved and entered in the Washington State Assessment Toolbox. Instructors may develop their own ongoing assessment measures, but any activities aimed at assessing a student's progress relative to the CCs must be done in a prescribed manner and recorded appropriately in the student's file. In March 2001, OAL began operations reviews to determine whether programs were complying with data management requirements. Future reviews promise to delve even further into program compliance with mandates.

In order to respond to these curriculum, instruction, and assessment mandates, the Basic Skills Division faculty members rewrote all course outlines during spring 2001. They are organized by CC level, include EFF skill foci, and provide examples of required assessment procedures (Exhibit B-2.10). The modes of instruction for ABE/ESL include class (a set group that meets on a college-set schedule), lab (individually set schedules and activities with instructor oversight), and one-to-one tutoring (by faculty, staff, and/or volunteers). The following table outlines courses taught in the division.

Table B-2.3 BASIC SKILLS COURSES

Course	Core Competency Focus	Mode Of Instruction
ABE 080 & ABESL 080 Educational Interviewing	ABE/ESL placement activities including CASAS testing, goal setting, scheduling, and orientation to the program	Class
ABE 031: Read/Write	Phonics, letters, sight words, basic personal information	Class; one-to-one tutoring
ABE 032: Read/Write	Survival reading—signs, simple directions; simple sentence writing	Class; one-to-one tutoring
ABE 022: Math	Whole number operations, including addition, subtraction, multiplication and division; round numbers; word problems	Class; one-to-one tutoring; lab
ABE 033: Read/Write	Functional reading—recipes, simple texts—for main idea and facts; simple paragraph writing with varied sentences	Class; one-to-one tutoring; lab
ABE 023: Math	Fraction and decimal operations	Class; one-to-one tutoring; lab
ABE 034: Read/Write	Reading for implied meaning, sequences of information, varied formats; writing three paragraphs on a topic and basic business correspondence in correct formats	Class; one-to-one tutoring; lab
ABE 024: Math	Ratio and proportion, percents, simple geometry, and beginning algebra functions	Class; one-to-one tutoring; lab
ABE Lab 001-005 & CAP lab 011-015	All of the above mentioned activities in lab format, plus preparation for the GED test (levels 5 and 6).	Lab; one-to-one tutoring
ABE Home Study 072-075	Same as the ABE lab, with prerequisite of reading at level 5 for entrance	Correspondence; one-to-one tutoring
ABE 098 Tech Basics	Introduction of computer terminology, familiarity with computer language, basic word processing	Class
ABESL 011 - 012	Survival English—basic vocabulary and present tense verbs; minimal reading and writing	Class
ABESL 013	Present, simple past, and simple future tenses with expanding vocabulary; reading and writing tasks related to classroom dialogues	Class
ABESL 014	All verb tenses with increased emphasis on reading and writing skills; some computer assisted instruction	Class
ABESL 015	All verb tenses with an emphasis on a variety of writing skills and more complicated vocabulary in English; some computer assisted instruction; often linked to a specific context such as pre-employment training	Class
ABESL 025 Citizenship	Primary emphasis on answering the 100 questions for the citizenship exam and preparing for INS paperwork	Class

To meet all mandates and provide instruction that is effective at improving students' skills and abilities, the division bases instruction on the following research-based best practices for planning, delivering, and assessing the effectiveness of instruction:

- Involving students in designing, monitoring, and evaluating the effectiveness of their course of study (Auerbach, 1993; Brookfield, 1993; ICANS, 1995; Cromley, 2000) and incorporating learning-to-learn information in all settings (ICANS, 1995; Riley, 1997).
- Grounding instruction in the lives of students (Auerbach, 1989, 1992; Spencer, 1992; National Institute For Literacy, 1995; Cromley, 2000).
- Using varied delivery methods (ICANS, 1995; Fingeret, 1992) and linking reading and writing with speaking and listening (Atwell, 1987; 1998).
- Following an assessment plan that includes a continuum of activities from initial placement through completion (NIFL, 2000).

These best practices lead the division to a number of activities, with major efforts including the following:

- Collecting information about students' ongoing needs, concerns, interests, and goals through individual meetings, class theme setting, and survey activities (Exhibit B-2.11). This information is maintained through the ABE/ESL individual student learning plans.
- Scheduling a variety of class, lab, computer, and individual tutoring activities at on-campus and off-campus locations during day and evening hours (Exhibit B-2.12).
- Maintaining instructional materials that support both basic skills and "real-life" activities (Exhibit B-2.13).
- Using a variety of assessment instruments (Exhibit B-2.14).
- Analyzing WABERS and other reporting information to build class schedules that meet demand and produce desired outcomes (Exhibit B-2.15).

Prior to spring 2000, the division had limited sources of ongoing data on which to base an analysis of its programs. The federal report could be accessed quarterly but did not provide detailed information about student progress. Registration and attendance data for each site could be accessed but did not reveal levels of students enrolled.

In May 2000, data from WABERS was first accessed during the mid-biennium review conducted by OAL. Following this review, the division created and followed lists of assumptions about effective practice in ABE/ESL and took first steps toward developing a more systematic process for maintaining and analyzing data. The steps in this process include analyses of both overall program effectiveness and the effectiveness of each site:

1. Instructors and assistants conduct student assessment and placement in classes. WABERS intake data is determined with students and forwarded to the appropriate data entry person as soon as a student has 12 hours of attendance. The WABERS intake form is printed in duplicate so that an original stays in each student's file. This enables instructors to review the goals that are in the system and make any necessary changes throughout the year. Instructors review information from orientation sessions at each site and relay it to the dean and department chair for planning purposes. Information from

orientation sessions is also used to schedule classes for levels of students coming for services, times of day services are needed, access to social services needed, etc. The ABE/ESL Department reviews assessment information, including numbers served, levels of students, and student support needs, so that appropriate services may be planned.

2. Faculty and teaching assistants provide instruction. By the second week of the quarter, course syllabi are sent to the dean, who reviews them for appropriateness of instruction. Attendance is tracked both within classes and by AUTOLOG, a computerized system available in most sites. Weekly attendance reports are submitted to the appropriate data-entry person, who compiles them for quarterly reports. Site staff members, the dean, the director, and the department chair then review the reports. Department members review overall student attendance patterns during monthly department meetings and plan schedules to reflect demand for services. Students evaluate their classes and schedules quarterly. This information is given to the dean, the department chair, and the faculty member evaluated, and it is used to help determine staff development needs/appropriateness of instruction.
3. Progress data is determined by instructors and entered on WABERS progress forms by instructors/teaching assistants. The forms are printed in duplicate so that the first time a student's progress data is entered in the system, a copy of the form stays in the student's file along with the copy of the WABERS intake information so that instructors know what information was submitted. A copy of the progress form is printed after data entry and merged into the student's file. Each quarter thereafter this form is used to submit new data, and a new copy is merged into the student's file following data entry. Each site has a designated WABERS reviewer who checks forms before they are submitted for data entry. WABERS progress data are entered when students leave or at the end of each quarter. Two persons have responsibility for actual WABERS data entry: one is located on the Yakima campus, the other on the Grandview campus.
4. WABERS tables, federal reports, and YVCC enrollment tables are run periodically throughout each quarter and reviewed by the dean, the director, the department chair, and department members. Reviewing information from these reports at mid-quarter, along with the information listed in the steps above, helps the division adjust schedules for the next quarter. End-of-the-quarter information is used to look at staff development needs, future scheduling, and current success related to service targets. The department formally reviews end-of-the-quarter information at the first monthly department meeting after WABERS data has been submitted (typically the second meeting of the quarter since the WABERS report usually is not available until four weeks after the end of each quarter).

Combining information from each of these steps enables the division to schedule classes and activities to meet the needs of incoming students, the demands of the community, and the requirements of funding sources. These steps also provide a method for determining staff development needs relative to the provision of services.

The division analyzed WABERS and enrollment data in a spring 2000 mid-biennium review, a winter 2001 operations review, and a 2000-2001 year-to-date review in April 2001 (Exhibit B-2.16). The first review lead to significant changes in class scheduling so that more class hours

over longer periods might lead to improved student outcomes, especially for ESL students. The follow-up review in spring 2001 revealed that performance rates increased dramatically, from 16.3 percent for the first three quarters of 1999-2000 to 37.45 percent for the first three quarters of 2000-2001, while enrollment remained stable. This review also showed that some activities were not as productive as others. The faculty recommended and division administrators agreed not to seek refunding for the Families That Work Program and not to set aside college funds for services in correctional facilities.

In addition, a final end-of-the-year analysis of the WABERS data for 2000-2001 revealed that while an overall 29.82 percent of students completed a competency level in 1999-2000, in 2000-2001 the percent completing increased to 43.44. The most significant increases were in completion rates for ESL students.

Data from formal reviews and the year-end data for 2000-2001 indicate that YVCC's Basic Skills Division successfully meets the demands of both OAL and YVCC. Efforts to train staff, monitor data entry, schedule effectively, deliver student-centered instruction, and work with outside agencies to support students are worthwhile.

Analysis And Appraisal Of Curriculum, Teaching, And Learning

Strengths

- All instructional activities are based on department instructional philosophies that are regularly reviewed for effectiveness. These philosophies focus on student needs and interests. The ongoing review of literature and professional development activities leads to a strong, contemporary instructional program.
- Instruction is conducted using research-based methods.
- Identified sequences of assessment activities, including placement testing, goal setting, and ongoing monitoring of instruction conducted with students enable the division to effectively plan and carry out a learner-centered curriculum.
- Analyzing progress data quarterly helps the division build a schedule and arrange activities that lead to positive student outcomes.

Challenges

- The greatest difficulties in the area of curriculum, teaching, and learning stem from conducting an open-entry, open-exit environment. With continuous enrollment, enrollment caps for classes and sites are difficult to enforce, leading to an overload of students in some classes and diminished instructional effectiveness. Instructors must continually reassess the learners' needs instead of working toward identified outcomes. Because the class membership changes frequently, topics of interest to one group may no longer be of interest to another group.
- Following the mandates for a student-generated curriculum makes lesson planning time consuming and the assessment of overall learning relative to the Core Competencies difficult to ascertain. These demands challenge faculty members, who are unable to use their time outside of class to support student learning more efficiently, since they are continually adapting the curriculum to new students.

- Without an administrator responsible for obtaining and disseminating WABERS and enrollment data, it is difficult to reflect on practices for the overall program because faculty members do not have access to data on a regular basis. While individual instructors may understand and advocate for the needs of their students, the lack of a program-wide process for obtaining outcome data makes for a less-effective institutional plan. Faculty members must actively seek out information, determine possible sources, obtain data, and perform analyses without administrative assistance. The administrative support staff members are willing and able to help but have no guidance to run reports or provide data.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Investigate effective instruction methods.	ABE faculty members were trained in corrective reading, a direct instruction model for reading. Three faculty members made a site visit to Tacoma Community House to observe the program implemented with adults. Three sites, the Yakima campus, Sunnyside WorkSource, and the Grandview campus will implement the program in fall quarter 2001.
Assign a team to be responsible for WABERS data management and analysis.	Two full-time faculty members were designated to help. One faculty member analyzed data for winter, spring, and year-end outcomes and reported the summary to the dean.
Develop and implement a quarter review form that prompts instructors to maintain lesson plan information and to link their courses to funding mandates.	Faculty members designed and approved an end-of-the-quarter lesson summary form that will be used beginning fall quarter 2001.

Update: Since the department adopted the corrective reading program and members received subsequent training, course outlines need to be reviewed. Current course outlines integrate reading and writing; however, course outlines for separate reading and writing classes need to be developed.

STUDENTS

In compliance with OAL mandates, YVCC must focus basic skills services on those most in need in the community. To decide which subpopulations to target for services, the division gathers statistical information, holds community meetings, and analyzes WABERS data. The most recent statistics on the YVCC service area include the following information about potential groups needing basic skills services:

- 34 percent of adults have below high school completion.

- 29 percent use a home language other than English (indicates ESL needs).
- 14 percent are migrant.
- 43 percent are from ethnic minority groups.
- 46 percent are on some form of public assistance.
- 15 percent are unemployed or displaced workers (1990 & 2000 census data; DSHS, 2001; OSPI, 2000; Employment Security, March 2001).
- 16 percent drop out from local high schools.
- 12 percent of public school children are enrolled in special education classes.

When preparing to write the RFP for 2001-2004, the division held meetings with the Adult Literacy Consortium, the Adult Basic Education Advisory Committee, and all parties interested in the RFP. These meetings were intended to identify target groups and potential partnerships that might support student attendance.

As a result, the Basic Skills Division has identified the following groups in the college service district as consistently most in need of services:

- Limited English-proficient students with low literacy skills in their native languages
- Ethnic/racial minorities
- Students with learning disabilities
- High school dropouts
- Incarcerated/paroled adults
- Displaced workers
- Public assistance recipients
- Low-income parents

To improve the recruitment and retention of these populations, the division makes collaborative arrangements with other community agencies, including the co-location of services. A review of the data from 1999-2000 and 2000-2001 indicates that YVCC successfully recruited and retained students from the target groups (Exhibit B-2.17).

Among the ESL population served by YVCC, more than 60 percent are enrolled in beginning classes. Anecdotal information from ESL instructors confirms that most of these students have fewer than six years of formal education in their native languages. Many ESL students are recruited through word of mouth. In addition, fliers are sent to more than 150 local agencies and posted in public places. Community agency representatives often accompany students to registration activities to assist with enrollment. Other retention activities include phone calls and follow-up postcards to student homes when students leave the program without providing a reason. Whenever appropriate, instructors refer students to other agencies for services that might assist with retention. Such services include transportation, childcare, medical and mental health care, and housing support.

The ethnic/racial minority populations comprise more than 80 percent of the ABE/ESL student population. Reflective of the larger community, Hispanics are the largest minority group at 75 percent. Recruitment and retention of minority students is facilitated by partnerships with agencies that specifically serve minority populations, including the Yakama Nation (Native

American students), La Casa Hogar (Hispanic women), and the Educational Opportunity Center (low-income, minority, first-generation college students).

Determining the percentage of basic skills students who have learning disabilities is difficult but necessary. Fewer than 3 percent of students identify themselves as learning disabled at the time of enrollment, but instructors believe the actual percentage is much higher. Information from orientation interviews and subsequent conversations with students reveal that most students report never having understood some particular subject and said they were in special education at one time or another. The definition for special education in our local public schools is “functioning two grade levels below expectation.” When the ABE Program applies the public school criterion of special education, it appears that more than 80 percent of the ABE/GED population is learning disabled since most ABE/GED students currently function two or more years below the last grade level they completed in school.

While the Basic Skills Division makes no special efforts to recruit LD students, the ABE Program makes many efforts to retain them: varying teaching/learning schedules and formats; screening on the Payne Inventory (Yakima campus only); referring to DVR for diagnosis; screening for accommodations on the GED; recommending accommodations for learning environments; retrieving school records to support an LD assessment; providing one-to-one tutoring; and conducting individual intake sessions with a variety of screening instruments. However, information about YVCC resources available for students with learning disabilities needs to be better disseminated.

Recent high school dropouts (students 16-21) comprise about 45 percent of the ABE student population. Many of these students are actively recruited through the alternative school programs in five school districts as a means of addressing the mandatory attendance laws for 16- and 17-year-olds and avoiding truancy prosecution. The 19- to 21-year-olds are usually self-referred and have interests and concerns similar to the overall adult population: obtaining a job, supporting a family, and receiving further training. Retention of this population varies greatly. As might be expected, many 16- and 17-year-olds are sporadic in their attendance and appear to do the minimum to avoid truancy charges while they wait for their eighteenth birthdays. Students 19 to 21 years old are more consistent in their attendance. The Becca Bill, the legislation that mandates attendance until the age of 18 or graduation, makes it necessary for the ABE program to follow school district policies on attendance and discipline. These policies often cause conflicts for instructors as younger students have wider parameters for acceptable behavior than are regularly allowed in YVCC classes. The division is reviewing and updating its contracts with school districts (CAP Agreements) and plans to resolve these issues in detail.

Incarcerated adults make up 4 percent of the division’s overall student population. Recruitment and retention of this population are built into the partnership agreements with four institutions: Ahtanum View Correctional Center (1999-2001), Yakima County Jail (1999-2001), Kittitas County Jail (1999-2000), and the Yakima County Restitution Center (2000-2001). The numbers of inmates served in these institutions indicate that while YVCC served the targeted numbers of students in line with the policies and procedures of the partnering institutions, retention was an issue because of the nature of the facilities and the sentences inmates were serving. During 1999-2001, only male inmates were served. Because of low enrollment, lack of service to

females in these facilities, and poor outcomes, the division will reconsider services to the incarcerated population in 2001 and will concentrate on recently paroled individuals, including females. A Yakima County Community Corrections Center will be operational in June 2001, and the division will offer basic skills services in this new location.

It is difficult to estimate the numbers of displaced or dislocated workers in the YVCC services district, but unemployment statistics in the area and recent closures of a number of major businesses point to the need for basic skills services. Key to the recruitment and subsequent retention of displaced workers is the relevance of the basic skills programs to their needs and interests for future employment.

Public assistance recipients and single parents make up about 22 percent and 13 percent, respectively, of the ABE/ESL student population. In addition to the regular channels for recruitment, these students are recruited through partnerships with the Washington State Department of Social and Health Services (DSHS) and Employment Security, including the Families That Work Program and a locally negotiated WorkFirst contract. Over the last two-year funding cycle, these students were recruited unevenly predominately due to welfare reform policy changes. As the focus of public assistance services changed repeatedly, YVCC saw referrals fluctuate. Likewise retention of these students was difficult. DSHS and Employment Security made clients start programs only to pull them out for other activities or prioritized appointments with case managers over scheduled educational activities. The division carried out an additional retention strategy for this population by linking basic skills education with employment preparation, particularly computer skills acquisition and focused GED preparation. Many students report that they are unable to compete for jobs because they have no computer knowledge and no diploma. By adding computer components to basic skills classes and intentionally focusing on the GED test itself, students stay enrolled because they see acquiring skills as integral to family self-sufficiency.

The Basic Skills Division is involved in a number of collaborative efforts with a variety of partners. These efforts include mutual referral, co-location of services, access to support services, and compliance with other agency mandates. Recruitment and retention services along with access to basic skills and support services increase because of these collaborations.

Table B-2.4 BASIC SKILLS PARTNERSHIPS WITH LOCAL AGENCIES

Partner	Population	Activities
DSHS	Public assistance recipients; disabled individuals	<ul style="list-style-type: none"> • WorkFirst Contract • ESL/ABE/GED instruction, including technology basics with reporting to DSHS • Tracking and monitoring of student progress
Employment Security	Unemployed individuals	ESL, ABE, GED instruction in WorkSource centers in Ellensburg, Sunnyside, and Yakima.
La Casa Hogar	Hispanic women	ESL instruction at La Casa Hogar
Five School Districts: Ellensburg, Yakima, Wapato, Toppenish, & Grandview	16- to 20-year-old high school dropouts; parents needing ESL in Wapato	<ul style="list-style-type: none"> • College Alternative Program (CAP) agreements • ESL classes
People For People	Unemployed; public assistance recipients	ABE/GED instruction at PFP office in Yakima
EPIC	Low-income families	ESL instruction at EPIC Castlevale Head Start Center
OIC	Migrant farm workers; high school drop-outs	ESL class schedules coordinated to avoid duplicate services; referral for classes
Northwest Community Action Center	Learning disabled students	ABE/GED services coordinated with support for learning disabilities
YVCC's PACE Division	Displaced homemakers; Job training students	Worker-retraining and other job training activities partnered with basic skills instruction
Yakama Nation	Native American Students	ABE/GED classes with reporting to YN.
Washington State Migrant Council	Migrant and Hispanic individuals	ESL student progress report to Migrant Council
Yakima Community Correction Center	Individuals on parole	ESL, ABE/GED assessment and classes at the Community Correction Center
YVCC's Disabled Student Services & Counseling Center	Disabled individuals; students needing mental health services or educational advising	Interpreters and accommodations for ABE/GED students; crisis management, referral for long-term counseling; educational advising
Wapato Community Center	Public assistance recipients; unemployed individuals; high school drop-outs	<ul style="list-style-type: none"> • ABE/GED assessment and classes at the Center • Tracking and monitoring of student progress
Goldendale Learning Center	Public assistance recipients; unemployed individuals	ABE/GED assessment and classes at the center; tracking and monitoring of student progress.
Ahtanum View Correctional Center	Incarcerated males	Contract to provide ABE/GED and job preparation classes in the correctional center

As YVCC students, basic skills students may participate in a variety of extracurricular activities, including campus picnics, guest lectures, musical productions, and athletic events. Some basic skills sites offer additional opportunities for students to interact with the community through activities such as family nights, picnics, and field trips.

Student handbooks and handouts that outline policies and procedures and explain instructional policies are given to students at enrollment. Any required release forms for sharing information with other agencies are maintained in student files (Exhibit B-2.18).

Each site keeps individual student records in areas designated for staff members (offices, locking cabinets, etc.). Original registration and WABERS forms are housed in the Yakima Center for upper-valley programs and in the Grandview Center for lower-valley programs. Students must sign a release form to share information with outside agencies. This release is placed in the student's file and updated annually.

End-of the-year certificate ceremonies are planned for all sites. Faculty and staff decide the parameters for awards each year. Awards typically include GED certificates, ESL 100-hour attendance certificates, and special awards for volunteers. Additional awards have included subject-level and project completion awards. Current students are invited to attend, as are all GED graduates from throughout the year (Exhibit B-2.19).

Student registration data for each fall from 1995 to 2000 reveals that, while the overall numbers of students has been fairly stable, the number of FTEs has dropped (Exhibit B-2.20). A similar comparison of annual data for 1997-2000 shows a somewhat static number of students in classes, decreasing state and grant FTEs, and an increase in the number of students who complete assessment but do not enroll in classes. While ESL and ABE efforts are nearly equal, the number of FTEs from grants is considerably higher in ABE, reflecting the cooperative agreements with school districts to serve out of school youths.

Analysis And Appraisal Of Students

Strengths

- The Basic Skills Division serves a diverse student population that reflects the greater community.
- Partnerships with a wide variety of agencies help ensure that barriers to attendance are addressed so students will be recruited, retained, and supported appropriately.
- The division pays direct attention to planning services to meet identified needs of student populations.

Challenges

- There is some concern that the Basic Skills attrition rate is high (comparable to programs around the state) and that further efforts to retain students are needed, especially as the division targets hard-to-serve populations.
- While other agencies assist with recruitment and retention, they bring with them some demands on students that sometimes conflict with best educational practices, making it difficult for faculty to advise students on a course of action.

- Minimal counseling resources are available to students, and the unmet counseling needs spill over into the classrooms, negatively affecting outcomes.
- Confidentiality of student records is of concern as is the location of student files in unsecured locations. Using social security numbers on Autolog attendance computers has led to some questions about whether or not personal student information is secure when other students may look over the shoulder of a student signing in.

Recommendations and Actions Taken

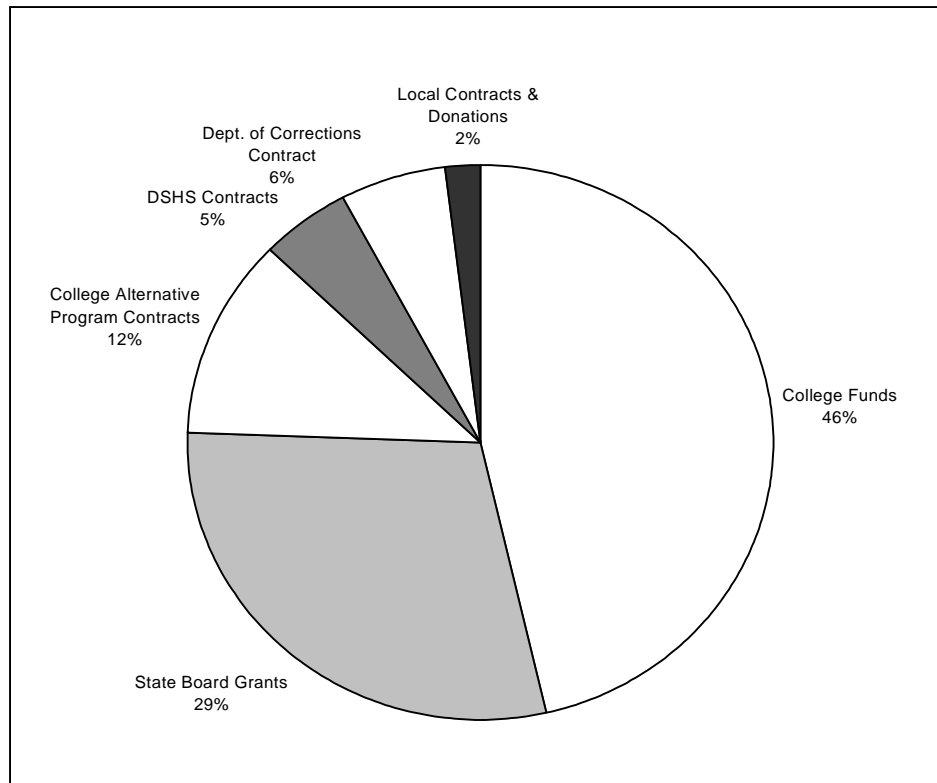
Recommendation	Action(s) Taken
Investigate ways to better maintain confidentiality of student records.	All students may be assigned a student password for attendance software, eliminating the possibility that a student’s social security number might be misused.
Continue partnerships with agencies to serve student needs.	The 2001-2004 RFP identified partnerships and their contributions to support students. The division continued to be represented at a variety of community meetings.
Identify a staff position to assist with contacting dropout students in an effort to retain them in the programs.	ESL staff members discussed procedures to have aides contact students; ABE staff members discussed having work-study students assist. These activities have worked before, but this past year, there were not enough staff to complete this task.
To investigate possibilities for providing better access to counseling by basic skills students.	Counselors will explore outreach efforts to basic education students.

Update: During the process of developing the 2001-2004 RFP, the division identified the following student groups as most in need of services for the upcoming year: limited-English proficient adults; high school dropouts, including those with recognized and unrecognized learning disabilities; public assistance recipients; low-income parents; low-level displaced workers; recently paroled individuals; and adults in recovery from chemical dependency.

RESOURCES

Funding for the Basic Skills Division comes from a variety of sources, with the primary sources being college operating dollars and Office of Adult Literacy grants. These sources and the anticipated percentage of funding they represent in 2000-2001 are detailed in the pie chart below.

Figure B-2.2 2000-2001 BASIC SKILLS FUNDING SOURCES



In addition, the Basic Skills Division benefits from partnerships that provide facilities, support services, and supplies for the basic skills effort. Basic Skills budgets reflect only direct funds, however (Exhibit B-2.20).

Because YVCC applies for and receives funding from the Office of Adult Literacy, all basic skills activities fall under its auspices. The process of requesting funds from OAL includes developing an RFP that covers all aspects of the program. While the current OAL grant expired June 30, 2001, YVCC received new funds for 2001-2004 (Exhibit B-2.21).

Cooperative agreements with school districts and other agencies cover roughly 25 percent of the division’s operating budget (Exhibit B-2.22). Each of these funding sources and the programs covered by them carry some expectations for procedures and data management. Because expectations vary by funding source and year of funding, they must be reviewed and modified on a regular basis. The administration is responsible for conducting these reviews and suggesting modifications; however, the faculty members often determine how to meet expectations.

The dean of basic skills, with input from faculty and staff, decides how to plan program budgets. Faculty members provide information about staffing, material, and equipment needs and follow annual timeframes for scheduling classes and ordering materials and equipment.

A variety of Basic Skills facilities are accessible by students with disabilities. The two campuses house ESL, ABE, GED, and technology classes. Campus centers are well maintained and equipped. Learning centers in Ellensburg, Wapato, and Toppenish offer ESL, ABE, and GED classes, while Sunnyside and Goldendale centers offer ABE and GED classes. These learning centers are maintained in partnership with other agencies. Generally, they are also well equipped but provide limited access to computers. ABE/ESL classes are offered at eight additional sites, including a Head Start center, a public school, a WorkSource center, three correctional institutions, and two community-based organizations. The facilities at these sites range from bare classrooms furnished with tables and chairs to state-of-the-art learning labs with many computers.

While the facilities themselves vary, the division makes certain that the instructional resources available to sites are equitable by budgeting for each site based on the numbers of students in regular attendance and the various levels of students. Each site has an annual book order budget that may be accessed once each quarter for major orders and regularly via petty cash reimbursement. If faculty members at a site need additional resources, they may request an increase in the site budget and/or ask other sites for unneeded materials. Materials are regularly shifted from one site to another as need arises. Sites are encouraged to maintain lending libraries of materials for students, including home study packets, general reading books, and additional copies of workbooks. Class sets of frequently used materials are available at larger sites.

Faculty members at each site have access to computers to help them develop instructional materials and to provide access to institutional information. Full-time faculty members at all sites have office space with up-to-date computers on their desks. Part-time faculty members usually share office/desk space and computers.

Analysis and Appraisal of Resources

Strengths

- Funding is varied and sufficient to meet the needs of the division. Disseminating funds through site budgets works well to support instruction.
- In general, facilities and materials are appropriate and in adequate supply at all sites.

Challenges

- Because grants come with different expectations and reporting periods, maintaining budgets can be difficult. In addition, annual budgets and schedules must be developed before notification of funding is made by OAL each year, making it difficult to budget with confidence.
- Resources for staff development activities and staff travel have been greatly reduced in recent years. The division attempts to maximize these resources by identifying opportunities for staff development within the division's communities and limiting the number of required meetings so that available funds can be spread out further.

- Many off-campus sites can be difficult to manage, especially when the division is not paying for them. Arranging for appropriate janitorial service, delivery of materials, and computer service can be arduous.
- No published procedures exist for prioritizing equipment orders, and when orders are placed, there is no administrative follow-up on whether requests will be granted. In addition, poor monitoring of instructional resources leads to large quantities of materials disappearing each year.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Develop a division plan for tracking and monitoring instructional resources.	A book order review committee tries to identify where extra materials are located and recommends moving supplies from site to site when they are needed. The office assistant responsible for supplies maintains an inventory of the general supply closet.
Increase resources for staff development.	The YVCC foundation has donated matching funds to create an endowment to be used for faculty development activities.
Clarify book order procedures for part-time faculty members.	Sites with full-time faculty members designate one or more person(s) responsible for sharing book order information with staff members at that site.
Investigate ways that YVCC can partner with other agencies to enhance staff development activities.	The VLP coordinator and some tutors have attended training hosted by OIC’s Project LIFE. The 2001-2004 RFP includes proposals for offering shared ESL training.

Update: YVCC has been notified by the Office of Adult Literacy that the Basic, English Language/Civic, Volunteer Tutor Coordination, and the Partnership Incentive grants were awarded for the 2001-2004 funding cycle. CAP agreements with three districts, Ellensburg, Wapato, and Grandview are signed; the Yakima and Toppenish CAP agreements are expected to be signed in late August.

Community Outreach

Members of the Basic Skills Division engage in a number of activities related to community outreach. The dean and director coordinate basic skills services with those offered by other basic skills providers. They oversee public relations activities such as posting schedules, developing advertising and recruiting fliers, and speaking at community meetings community meetings. The dean and director also attend basic skills related meetings inside and outside YVCC and hold quarterly ABE/ESL Advisory Committee and Literacy Consortium meetings. Members of the board and the consortium include representatives from a variety of community agencies, such as other literacy providers, other educational institutions, social service agencies, and the business community. Basic Skills Division faculty members serve on local committees, make

presentations to local groups about basic skills services, attend literacy related meetings, and invite the community into the classroom through guest speakers, assignments related to the community, and field trips to community organizations. In addition, the support staff members serve on various YVCC committees, attend basic skills related community meetings as requested by supervisors, and help develop public relations materials.

A requirement of the 2001-2004 RFP was for YVCC to identify efforts to cooperate with other agencies that serve basic skills students. The RFP specifically distinguished consortium activities (activities done with other basic skills providers) from collaboration activities (activities done with agencies that provide support services to basic skills students). The Basic Skills Division determined that while it has attempted to develop a consortium, competing philosophies about quality services have impeded true consortium activities. Efforts are planned to further develop consortium efforts depending upon future funding. While collaborative efforts have been marginally successful, they have produced many benefits to students and the college. (See the Student section of this report for a detailed listing of coordination efforts and their benefits to students.) Collaborative efforts have also supported faculty and staff by expanding staff training opportunities, facilities, access to technological support, and materials.

Analysis and Appraisal of Community Outreach

Strengths

- The variety and numbers of partnerships the Basic Skills Division engages in contribute to the strength of the program. These partnerships have been stable for many years, demonstrating the division members' commitment to maintaining a program that is reflective of community need and interest.
- The division is represented on a variety of local committees.

Challenges

- Some consortium and OAL staff members are concerned that the perceived lack of collaboration among local basic skills providers may result in lowering the quantity and quality of services to basic skills students. YVCC chooses in some cases to duplicate services offered by others in certain communities to ensure adequate instruction and transition to other YVCC classes.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Clarify the roles of the Advisory Committee and the Consortium group.	RFP definitions of "consortium" and "partnership" have been shared with other agencies and discussions about the purposes of both groups have followed.
Develop consortium activities to ensure quality services are provided and not duplicated.	Yakima Valley Community College held a community discussion on the need for basic skills services. This discussion included identification of other agencies applying for

Recommendation	Action(s) Taken
	OAL funds. As new projects have been requested by community agencies, other basic skills providers have been contacted to ensure that YVCC is not duplicating an existing service and to coordinate efforts. An effort to define the role of a consortium and identify who should be included in consortium meetings has begun.
Develop a protocol for approving new educational partnerships.	A protocol was developed in 1997 but not used. The old process will be reviewed.

2001-2002 Goals

Future goals are organized around the content areas of the division self-study as follows:

Faculty and Staff Goals:

1. Offer staff development appropriate to the levels of employment.
2. Clarify department procedures for staff and faculty.

Curriculum, Teaching and Learning Goals:

3. Provide evidence that instruction is grounded in the lives of students.
4. Update and standardize curriculum and assessment procedures.
5. Maintain required reporting systems.

Student Goals:

6. Clarify department procedures for students.
7. Target services to the following under-served basic skills populations: limited English-proficient adults; high school dropouts, including those with recognized and unrecognized learning disabilities; public assistance recipients; low-income parents; low-level displaced workers; recently paroled individuals; and adults in recovery from chemical dependency.

Resource Goals:

8. Secure and maintain appropriate funding for administration, staff, faculty, facilities, equipment, materials, and other needs.

Community Outreach Goals:

9. Offer a variety of services for students that reflect community/student input, needs, and perceptions.

Materials in the Resource Room

- B-2.1 Washington State Plan for Family and Adult Literacy: 1999-2004
- B-2.2 Basic Skills job descriptions
- B-2.3 Part-time faculty list
- B-2.4 Faculty and staff trainings
- B 2.5 Department meeting minutes
- B-2.6 Student evaluation forms
- B-2.7 Washington State Core Competencies
- B-2.8 Equipped For the Future curriculum framework
- B-2.9 Assessment mandates/CAP agreements
- B-2.10 Course outlines
- B-2.11 Student forms
- B-2.12 Sample schedules
- B-2.13 Materials lists
- B-2.14 Assessment instruments
- B-2.15 WABERS handbook and forms
- B-2.16 Recent program reviews
- B-2.17 Data analysis
- B-2.18 Student handouts and handbooks
- B-2.19 Certificates/ceremony materials
- B-2.20 FTE Reports
- B-2.21 Budgets
- B-2.22 2001-2004 Request for Funding Proposal
- B-2.23 Cooperative agreements
- B-2.24 Advisory and Consortium Membership Lists

PROFESSIONAL AND CAREER EDUCATION (PACE) DIVISION

INTRODUCTION

This self-study is an analysis of the PACE Division. It combines and highlights information from various PACE programs, each of which has a complete self-study and documentation available for review. While Appendix P2-1, PACE Program Overviews, provides a description of each of the PACE programs, readers may seek more detailed information from individual program self-studies.

DIVISION OVERVIEW

The Professional and Career Education Division offers a comprehensive assortment of traditional two-year degrees and one-year certificates. Degree and certificate requirements are established using industry standards, soliciting community input through advisory committees, and assessing peer institution programs. PACE has seven allied health programs, eight business and computer-related programs, seven professional and technical programs, and five family and consumer sciences areas. To date, 39 applied science degrees, 25 certificates (defined as 45-89 credits), 6 short-term programs (defined as fewer than 45 credits that increase a student's potential for gainful employment), 2 associate transfer degree options, and 2 transfer agreements are available through the division. Table P2-1, PACE Program Areas, lists current degrees, certificates, and programs.

Other PACE areas include special professional/technical programs that combine coursework from YVCC and the Yakima Valley Skills Center or Perry Technical Institute, allowing students to earn degrees and certifications. In addition, non-credit offerings include truck driving; construction flagger training; and continuing education classes, workshops, and services through the Partnership for Rural Improvement and Small Business Development Center programs. Students from seven area high schools participated in 11 technical preparation courses, enabling 140 of those high school students to receive college credits.

The VOTE Program is a return-to-work program for individuals in recovery from chemical dependency. Persons 17 or older with 30 or more days in recovery from chemical dependency qualify for admission and free tuition to attend.

The Career Connections Center provides services to Worker Retraining, WorkFirst, and Women's Program students. Formerly dorm rooms, these offices now provide students career information and assistance in one convenient location. During 1999-2000, 276 Worker Retraining students were served. The Worker Retraining staff and faculty provide a safety net for these "new" college students by helping them with advising, registration, and general college information. Eligible students, who may qualify for assistance for more than one quarter depending on individual needs, are able to receive Worker Retraining financial aid to offset the cost of tuition, transportation, books, and childcare. Another program with funding available to students is Work Based Learning Tuition Assistance. This program enabled 209 single-parent students to receive funding for tuition and books.

Table P2-1 PACE PROGRAM AREAS						
1999-2000						
	Applied Degree	Transfer Associate of Arts	Transfer Articulation Agreement	Certificate	Short Term Completers	Support Only
Allied Health Programs						
Chemical Dependency Studies	1			1		
Dental Hygiene	1					
Medical Assisting				1		
Nursing	1			2		
Radiologic Sciences	1					
Occupational Therapy Assistant	1					
VOTE (Vocational Opportunity Training and Education)						X
Business and Computer-related Programs						
Accounting	1			1		
Business	1	1				
Economics						X
Hospitality and Tourism	1			2		
Information Technology	6			1	1	
Office Occupations	3			4		
Management	1			1		
Marketing	1			1		
Professional and Technical Programs						
Agriculture	3	1		3		
Automotive Service Technology	1					
Criminal Justice	1					
Engineering and CAD	2		1	1		
Veterinary Technology	1					
Women's Programs						X
Worker Retraining					1	

Table P2-1 PACE PROGRAM AREAS 1999-2000						
	Applied Degree	Transfer Associate of Arts	Transfer Articulation Agreement	Certificate	Short Term Completers	Support Only
Family and Consumer Sciences						
Developmental Disabilities Specialist	1			2		
Early Childhood Education	1		1	2		
Jane's House						X
Nutrition						X
Parent Education Cooperative Preschool						X
Special Professional/Technical Programs						
Aeronautics						X
Carpentry					2	
Dental Assisting				1		
Fire Science	2			1		
Heavy Equipment Operator					1	
Perry Tech Institute Combined Degree	6					
Radio Broadcasting	1			1		
TV/Video	1					
Non-credit Programs						
Flagger Training	Not enough hours to warrant short-term certificate (tracked through Women's Program)					
Partnership for Rural Improvement						X
Small Business Development Center						X
Truck Driver Training					1	
<p>Short-term Completers: Training less than 45 credits that increases student's potential for gainful employment</p> <p>Certificates: Over 45 but less than 90 credits</p>						
<p>Note: The data for this report was obtained from P:\Program Inventory Database created by Sherry Bond; query built from Program Inventory Table Cdean.</p>						

PACE MISSION

Through innovative community partnerships and student-centered education, the PACE Division provides pathways for students to enhance knowledge, skills, abilities, attitudes, and life-long learning for the workplace of today and tomorrow.

PACE DIVISION ORGANIZATION

A major restructure in the vocational areas took place in 1991 when the Health and Life Sciences and Business and Vocational Technology divisions were combined to create the PACE Division. Since the restructure, one dean has been assigned to all the professional, technical, and business programs. Ms. Kathleen Toland, the current PACE dean, has been in this position since 1996. Her 12 years as a YVCC full-time faculty member prior to becoming the dean of PACE has afforded the division a great deal of stability.

In 1998 the division was again reorganized by eliminating the vocational director position and adding three full-time faculty positions entitled “PACE faculty facilitators.” Faculty members holding these positions have 100 percent release time in order to function in divisional department head roles. One of the facilitators assumed many of the duties of the former vocational director along with support of special technical programs. The other two facilitator positions are new—one facilitator works primarily with allied health and family and consumer sciences programs, the other with business, computer-related, and professional programs. Also in 1998, the Career Connections Center was formed to provide more of a one-stop location for PACE students seeking financial, registration, and advising services.

During the last 10 years, a number of programmatic changes have taken place in the division. Some programs (Military Science, Dietary Management, Home Economics, and Real Estate, for example) were deleted or put on inactive status because of low enrollment. Full-time faculty positions were not affected. New programs were added and others were significantly changed based on community needs and updated industry standards. One program, the Occupational Therapy Assistant (OTA) Program, was deleted after a formal review process, due to decreased demand for graduates in that field. This change resulted in the loss of two full-time faculty members.

1990-1995

Program Deletions:

- Military Science
- Automotive Diesel Technology and Diesel Mechanics
- Insurance
- Welding (Although a degree is no longer available, welding classes are offered at Grandview on an as-needed basis.)
- Community Health Advocate Program

New Programs:

- Fire Science
- VOTE

Affect on Full-Time Faculty positions: One retirement, one transfer to another program

1996-1998

Program Deletions:

- Home Economics deleted; nutrition courses retained, 1997

Program Changes:

- Agriculture program designations, 1998
- Automotive Technology to Automotive Service Technology, 1998

Inactive Status:

- Dietary Manager
- Restaurant Management
- Hotel/Restaurant Management
- Manufacturing Engineering Technology
- Stenographer

New Programs:

- Veterinary Technology, 1997
- YV-Tech Courses approved by SBCTC: Radio Broadcasting, TV Production, and Dental Assisting

Affect on Full-Time Faculty positions: One VT position added

1999-2000

Program Deletions:

- Real Estate (only one class held in last five years)
- Business Skills (new courses added to the Office Occupations Program)
- Occupational Therapy

Program Changes:

- Vocational Ed. (VOED) to Professional/Technical (PTECH)—*see PACE Goal 6*
- Computer Science/Computer Service Tech (CS and CST) to Information Technology (IT)

New Programs:

- Allied Health Medical Assisting, 1999

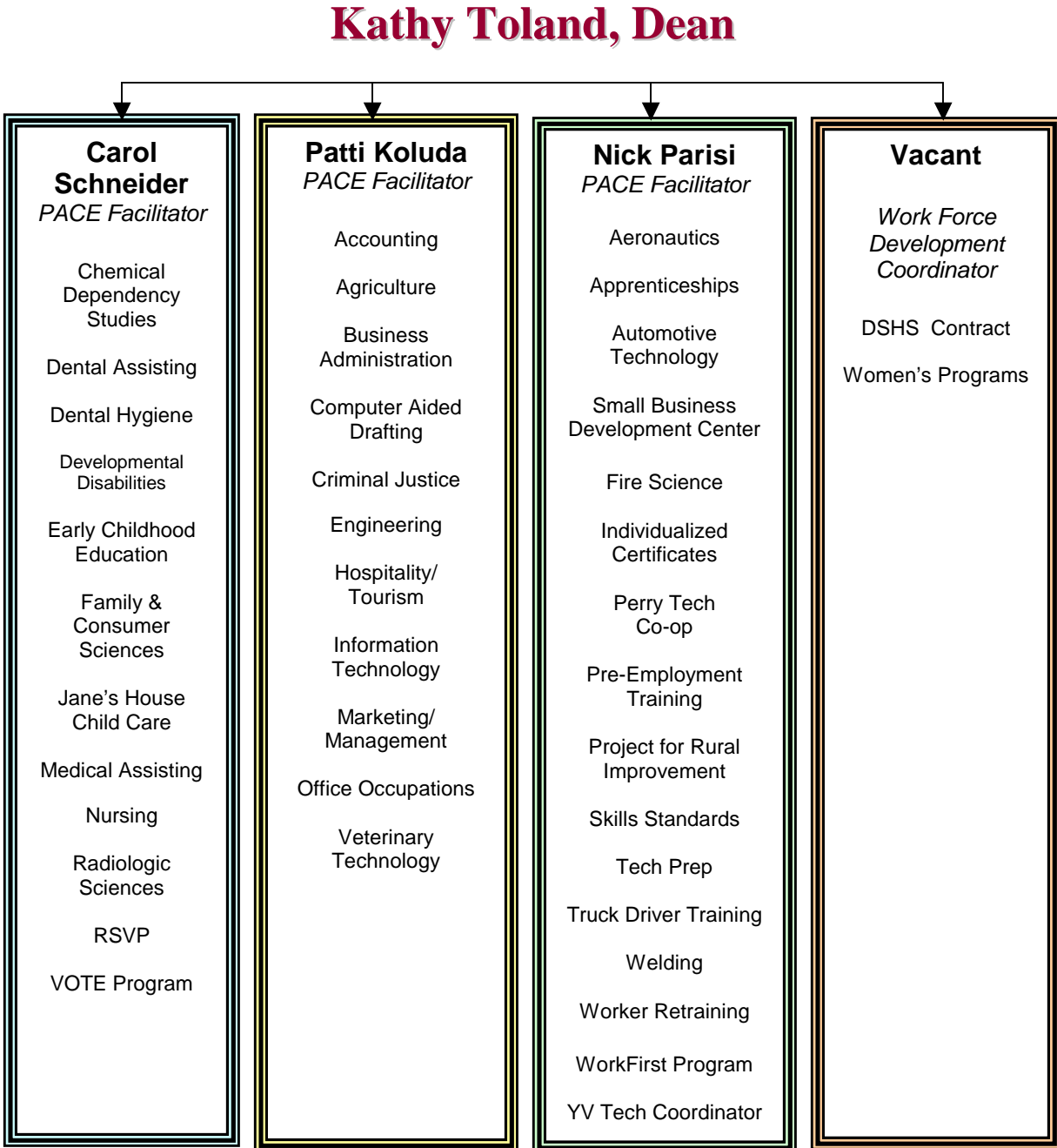
Affect on Full-Time Faculty positions: Two OTA positions cancelled as of July 2000; one new position added in each of the following areas: AHMA, IT, RT, and VT

Other organizational changes have occurred since 1991 that affect the PACE Division:

- The Biological Sciences Department (previously in the Health and Life Sciences Division) is now in the Arts and Sciences Division.
- The Criminal Justice Department (previously in the Arts and Sciences Division) is now in the PACE Division.
- The Center for Economic and Community Development, now known as the Business Development Center, underwent organizational changes in 1998.
- The Women's Program was moved to the PACE Division in April 1999 to be included in the Career Connections Center.

Figure P2-1, PACE Organizational Chart by Facilitators, illustrates how the PACE Division is organized by facilitator positions. Appendix P2-2, PACE Organizational Chart, shows the entire division’s organizational structure including all full-time staff, faculty, and administrators.

Figure P2-1, PACE ORGANIZATIONAL CHART BY FACILITATORS



Divisional Assessment

The division met its goal to develop a standardized, systematic assessment process. Every program developed a systematic plan for program review and wrote a self-study. Between September 14, 1999, and May 19, 2000, PACE staff participated in three all-day accreditation workshops to help develop an annual process and two reporting templates. Also in May 2000, faculty participated in a division workshop that helped them review data related to department goals. The process each program followed for 1999-2000 is outlined below:

1. Established program goals related to the institution and division goals. Goals written at the program level were based on the division goals. Division goals were developed based on the institutional goals.
2. Developed systematic plans based on a standardized grid, using the standards outlined in the Accreditation Handbook, 1999 edition. The grid is broken into six categories of evaluation: Curriculum; Off Campus, Distance Learning, and Continuing Education; Non-Credit Programs and Courses; Students; Faculty; and Finances (Appendix P2-3, Systematic Plan Template).
3. Assessed the progress on established goals based on systematic plans. This included organizing and documenting meetings where pertinent issues were discussed as well as developing and administering surveys. In addition, a great deal of data was collected from various SBCTC reports and internal databases. The faculty was provided access to this data through the college's networked Outlook software. Faculty attended training sessions that enabled them to learn how to access and filter the data they needed (Appendix P2-4, Accreditation Information Published in Outlook).
4. Wrote self-study using the self-study template. All PACE programs submitted a self-study that includes a program overview, mission, and objectives. In addition, each goal was assessed for progress and evidence, and then an explanation of why the goal was modified, omitted, or retained was provided. Four categories—Curriculum (to include off campus, distance learning, and continuing education), Students, Faculty, and Finances—were reviewed with the following subheadings appearing under each category: “General,” “Assessment,” “Analysis and Appraisal of Data,” and “Recommendations and Actions Taken.” At the end of each report, programs developed and presented their goals for 2000-2001. The process began again for 2000-2001 (Appendix P2-5, Self-Study Template).

After the program self-studies were completed and read, the division self-study was developed to assess progress on division goals, evaluate the same four categories, and assimilate information presented in the program self-studies. Hard copies of all program systematic plans and self-studies are filed in the dean's office as well as in Outlook public folders. Each program has a notebook that includes the systematic plan, self-study, annual goals, program data, and documentation.

Update: For 2000-2001, the systematic plan template has been revised to assure that each program has goals that relate to the division and institutional goals. Each program now develops goals in nine assessment areas: Enrollment and Retention, Curriculum Maintenance, Curriculum Innovation, Advising, Advisory Committee & Other Community Connections, Systematic Plan Revision & Maintenance, Campus Connections, Professional Development, and Increased K-12 Curriculum Connections.

An action plan summary list also was developed to help programs track records. This is an optional tool being used by all the business programs on an experimental basis this year. Not all programs have adopted this format (Appendix P2-6, 2000-2001 Mission and Goals update; Appendix P2-7, Action Plan Summary List template).

Division Goals 1999-2000

The following goals, based on institutional goals, were developed to coincide with the PACE program assessment areas of Curriculum, Students, Staffing, and Finances.

Goal One	Met	Not Met	Partially Met
Increase PACE Division enrollment by 10 percent in 1999-2000.			X
<p>Documentation and evidence:</p> <ul style="list-style-type: none"> FTE reports from Data Express through the Student Management System. Comparisons made between final annualized FTEs from 1998-1999 and 1999-2000 (Appendix P2-8, Annualized State FTE by PACE Dept 956-990) File name: <i>Enrollment Increase Enrollment 9596 to 9900</i> created from Data Warehouse/All Course GT 956 (Sbond) <p>Analysis:</p> <ul style="list-style-type: none"> The goal was partially met with a 7 percent increase in enrollment compared with 1998-1999 figures. (See report entitled “Annualized State FTE by PACE Dept 956-990.”) Although there was a significant increase of FTEs, enrollment in some programs fell short of projections. Examples include the Occupational Therapy Assistant Program with a declining employment projection. This program went through the institution’s program review process and was then eliminated. The Business Skills Program was dropped and replaced with a new office occupations course. Initial enrollment in the new course, BOOC 082, is low but seems to be rising with increased marketing efforts. Students completing this course will receive an exit code 9 that indicates they have gained additional work skills. According to the annual state FTE report, Apprenticeship, Automotive Service Technology, Criminal Justice, Early Childhood Education, Engineering, and Radiologic Sciences all increased in annualized FTE by over 20 percent—Automotive Service Technology increased by 95 percent and Radiologic Sciences by 188 percent. The Nursing Program continues to develop ways to recruit students; however, the program’s annualized FTE decreased for a second year from 112 in 1997-1998 to 68 in 1999-2000. More analysis of enrollment trends is covered in the Students section of this report. New curricula have been developed in the following areas this year: A new allied health medical assisting program, four new information technology degrees, and a third year of automotive technology. 			
Recommendation for next Year:	Modify	Omit	Retain
Increase PACE Division enrollment by 10 percent in the 1999-2001 biennium.	X		
<p>Explanation: Although the division has increased enrollment in one year, the goal was too high for a one-year period only. Making this a two-year goal is more realistic.</p>			

Goal Two	Met	Not Met	Partially Met
Increase number of professional/technical degree and certificate completers by 10 percent.		X	
<p>Documentation and evidence: Student Management System records: reports “9899 by exit code” and “9900 by exit code”. File name: <i>Enrollment Increase Completers 9899 & 9900 (Jmorehead)</i> from SMS Data Express report GRAD/LST</p> <p>Analysis: In 1998-1999, 362 students were identified as completing associate degrees or certificates. The 1999-2000 year shows 374 completers, a 3 percent increase. It is believed actual completion numbers may not be accurate at this time due to an unsuitable student coding system. Presently PACE does not have an accurate method of tracking students who exit programs before completing two-year degrees or one-year certificates, yet often these students have attained skill levels appropriate for work in a given profession. Plans are to identify multiple entry and exit points via short-term certificates that could eventually lead students to associate degrees.</p>			
Recommendation for next Year:	Modify	Omit	Retain
Increase the number of professional and technical completers by 10 percent.	X		
<p>Explanation: The division will continue to develop a better tracking system using the Student Management System and in-house databases. In order to do this, the division needs to identify staff members who will work specifically with student tracking and coding. In an effort to better reflect the employability of students, the division is redefining “completers.” Previously they were identified as those who completed an associate degree or one-year certificate. The division is developing certificates that can be obtained in fewer than four quarters. These certificates will assist students in upgrading job skills and allow them to have multiple entry and exit points, so they may work while they continue their education to further upgrade job skills.</p>			

Update: A program assistant has been hired in the dean’s office to track coding of students. Already for 1999-2000, she has identified 385 students whose codes are now changed to reflect their current intent/program as PACE students. Previously they were coded “transfer” or not coded. Student surveys have helped determine correct student intent.

Goal Three	Met	Not Met	Partially Met
Advise 95 percent of all Professional and Technical students.			X
<p>Documentation and evidence: Student Management System records and advising lists: Percent of Pro/Tech Students with Pro/Tech Advisor 1999/2000 from SMS Data Express ADV-ST-LST (Note: This is a 75-page document. First and last pages are in hard copy along with calculations and specific data on where the report is stored and how the figures were determined.)</p> <p>Analysis: During the academic year, an average of 17 percent of students with an intent code of F (vocational programs) or G (pre-allied health) were not on PACE faculty advising lists. That percentage fluctuated from a low of 9 percent fall quarter to a high of 20 percent for winter. A couple of reasons for this could exist. One problem is assigning appropriate student intent and program codes. Until the division can assure nearly all students are coded properly, any quantitative data that the division gets from the system is unreliable. Another issue included in several of the department self-studies relates to the advising process. Once the institution began providing alternate registration methods, touch-tone and web registration as opposed to the traditional paper-driven process, fewer students sought out formal advice, and the faculty advisers lost the ability to physically assign appropriate intent and program codes on the registration forms. Additionally, if students change majors or program intent after initial registration, their program codes are often not changed to reflect the new intent.</p>			
Recommendation for next Year:	Modify	Omit	Retain
Advise 95 percent of all professional and technical students.			X
<p>Explanation: PACE will continue to develop a better system for coding students. To do this, the division needs to identify staff members who will work specifically with student tracking and coding. Programs such as Business, Information Technology, Criminal Justice, and Office Occupations will conduct in-class surveys to identify professional/technical students and their programs.</p> <p>PACE is working closely with Student Services staff to identify and try different advising methods to make certain professional/technical students are being reached.</p>			

Goal Four	Met	Not Met	Partially Met
Further develop a collaborative relationship with the rest of campus.	X		
<p>Documentation and evidence: PACE Personnel Participation on YVCC Committees and in the Community (listed by individual and activity type)</p> <p>Analysis: PACE faculty, staff, and administrators provide 44 representations on campus committees. They have made presentations regarding YVCC to 27 different community groups. The faculty has team taught with both the Arts and Sciences and Basic Skills divisions.</p> <p>Campus marketing activities during the year included developing the campus Call Center, bold new quarterly schedule formats, and a campus-wide collaborative effort to provide customer service to the community. PACE worked to establish and maintain the Call Center and frequently had the YVCC 888-phone number answered through the division.</p> <p>PACE faculty participated in the weekly degree audit workshops for students, sponsored by the Counseling Center, which paired PACE faculty with counseling staff.</p> <p>The PACE Division has met with the arts and sciences and Grandview campus deans to review processes used in the PACE Division. The division has offered copies of its tracking tools (databases, spreadsheets, etc.) in order to assist the Grandview dean in streamlining the tracking processes. PACE is also active in the campus Data Group, which is working toward a more cohesive data management system.</p> <p>The division offered a two-day workshop to provide examples of data and how to apply it to the accreditation process. Various faculty members from different divisions have worked closely together developing processes for accreditation.</p>			
Recommendation for next Year:	Modify	Omit	Retain
Maintain a collaborative relationship with the rest of campus.	X		
<p>Explanation: Although this is a difficult goal to measure, it is an important one. PACE will continue to develop and maintain relationships with colleagues.</p>			

Goal Five	Met	Not Met	Partially Met
Develop and implement new professional and technical programs and courses.	X		
Documentation and evidence: <ul style="list-style-type: none"> Attachment P2-9, Program Changes Approved by State Board, Academic Year July 1999-June 2000 Curriculum Committee records: Curriculum Committee News from fall quarter 1999, winter quarter 2000, and spring quarter 2000 Attachment P2-10, PACE Curriculum Committee Activities: New Courses Developed and Approved; course outline database: query and report 			
Analysis: Two new programs were approved: Medical Assisting and Information Technology. In addition, seven new options were approved: medical transcriptionist, developmental disabilities specialist, IT hardware support specialist, IT help desk, IT network administrator, IT software support specialist, and IT web technologies. This year 72 new PACE courses were developed and approved, and 415 courses were updated.			
Recommendation for next Year:	Modify	Omit	Retain
Investigate new professional and technical programs and courses.	X		
Explanation: The modified goal is more realistic given the funding and facility challenges at this time. It may be unrealistic to begin new programs that will require additional financial resources such as staffing, equipment, and space.			

Goal 6	Met	Not Met	Partially Met
Change designations associated with PACE Division to more current terminology (i.e., from “vocational” to “technical”).	X		
Documentation and evidence: Quarterly schedules and YVCC catalog			
Analysis: Courses formerly designated as VOCED have been changed to PTECH. These designations more clearly match current industry trends.			
Recommendation for next Year:	Modify	Omit	Retain
		X	
Explanation: Goal was attained.			

Goal Seven	Met	Not Met	Partially Met
Develop and maintain a comprehensive systematic plan for program evaluation that will ensure quality education and favorable accreditation.	X		
<p>Documentation and evidence: Three areas are published in Outlook public folders under “Professional and Career Education”:</p> <ul style="list-style-type: none"> • Student Management System data for faculty analysis process Self-study template • Program Systematic Plan template <p>All documentation is available in appendices under the Divisional Assessment section.</p> <p>Analysis: The division met several times during the academic year to review the accreditation process. As a way to provide continuity among departments, templates were developed and are being used by each department for continual program evaluation. The templates were shared campus wide.</p> <p>Each program has established yearly goals and assesses the specific areas of curriculum, staffing, students, and finances.</p> <p>Several PACE programs have separate program accreditation requirements: Dental Hygiene, Nursing, Radiologic Sciences, and Veterinary Technology, for example. However, an entirely new assessment process was developed division wide.</p>			
Recommendation for next Year:	Modify	Omit	Retain
Maintain and revise a comprehensive systematic plan for program evaluation that will ensure quality	X		
<p>Explanation: This is an ongoing and evolving process. Data is frequently unavailable or does not accurately track what the division needs to analyze. The division now has a systematic process in place and is working to maintain and refine it.</p>			

Goal Eight	Met	Not Met	Partially Met
Implement direct transcription for at least 10 courses.	X		
<p>Documentation and evidence: Appendix P2-11, Tech Prep Classes 1999-2000; all tech prep students and report showing 59 courses available (tech prep database queries)</p> <p>Analysis: During the academic year, 238 high school students participated in the tech prep program; 140 students received college credit on their transcripts; and of the 59 courses available for articulation, 11 courses have been offered at 7 schools in YVCC’s service area.</p>			
Recommendation for next Year:	Modify	Omit	Retain
Implement direct transcription for at least 10 courses.			X
<p>Explanation: The division is committed to providing a variety of options to community members. Offering this program to area high school students builds community awareness and support as well as encourages students to enroll in YVCC upon high school graduation.</p>			

Goal Nine	Met	Not Met	Partially Met
100 percent of the advisory committees will be in compliance with state and college regulations.			X
<p>Documentation and evidence: Advisory Committee database</p> <ul style="list-style-type: none"> • Table P2-2, PACE Advisory Committees • Appendix P2-12, Representative Advisory Committees <p>Analysis: PACE was out of compliance with the state board requirements that each committee have an equal mixture of employees and employers, a quorum of 51 percent attending meetings, and at least two meetings a year. Not all committees were turning in minutes from meetings. After discussing the requirements with faculty, PACE established a database to track membership, meeting dates, and the turning in of minutes. Although the process was put in place, not all committees were able to comply with the requirements.</p>			
Recommendation for next Year:	Modify	Omit	Retain
All advisory committees will comply with state and college regulations (wording change only).	X		
<p>Explanation:</p> <ul style="list-style-type: none"> • At the September convocation, PACE will again discuss state and college requirements for advisory committees, the use of the network drive to store all documentation, and a template for minutes that can be used to ensure proper documentation and meeting procedures. • Plans are in place for an Advisory Committee orientation to be held in October 2000. The more than 200 current Advisory Committee members will be invited so that PACE may review the importance of their roles on the committees. At that time, handbooks will be distributed. 			

Update: A meeting for all advisory committees was held on October 31, 2000. Approximately 200 representatives attended and were shown a PowerPoint presentation and given handbooks.

Analysis and Appraisal

Program self-studies included a list of strengths and challenges from which the following themes emerged. Each item on this list identifies information that appeared in more than one program self-study.

Strengths

1. Favorable Accreditation of Allied Health Programs: Radiologic Sciences, Dental Hygiene, Nursing and Veterinary Technology programs earned probational status in accord with the process of accrediting a new program.
2. Excellent Pass Rates on State Certification Exams: One hundred percent of recent graduates in Radiologic Sciences, Dental Hygiene, and Veterinary Technology programs passed; 86 percent of graduates in the Nursing Program passed.
3. Equipment: Programs again were able to operate with state-of-the art equipment this year. Major purchases for Automotive Service Technology, Office Occupations, Criminal Justice, Dental Hygiene, Engineering, Information Technology, Nursing, Radiologic Sciences, and Veterinary Technology programs exceeded \$550,000.
4. Collaborative Relationships: Programs continue to develop collaborative relationships: Office Occupations articulated two classes with YV-Tech (the local high school skills center); the program also collaborated with Veterinary Technology, Medical Assisting, and the Women's Program to develop office related courses to fit the various program needs. Automotive Service Technology articulated with YV-Tech by creating a unique cooperative curriculum to allow students a seamless transition from a high school level to a college-level curriculum.
5. Four-year Institutions: Engineering, criminal justice, and hospitality and tourism instructors have been working with four-year institutions to update or develop articulated classes and transfer agreements.
6. Distance Education: Programs offered a greater number of alternative educational opportunities through distance learning during 1999-2000. The Business Department continues to develop more courses for distance learning. Currently they offer courses in financial planning, business law, statistics, business math, cyberlaw, and economics. This year they began offering business math to Selah High School students. Students in Grandview have been able to take a three-quarter CAD series this year via an interactive classroom. Early Childhood Education began a new degree option with ITV courses in Yakima, Goldendale, and Grandview; and the Developmental Disabilities Specialist Program delivered distance-learning courses to those same areas.
7. Visibility: Faculty members have been working to increase the visibility of their programs. The nursing program coordinator made over 15 recruiting/marketing visits to area high schools and hospitals. Agriculture faculty visited three high schools and hosted the FFA Jamboree with nearly 800 high school students participating. The facilitators have promoted PACE visibility by making presentations to various classes and service clubs on campus, the YVCC Foundation, the Board of Trustees, and the Washington State Governor's staff.
8. Facility Remodel: Construction began in the remodel of the Technology Complex. Currently, the building not only provides lecture classrooms, but also houses the Veterinary Technology and Automotive Service Technology programs. When remodeling is complete, the building will better accommodate these programs and will add radiologic science,

information technology, and office occupations classrooms and offices to the facility. This will enable X-ray equipment to be shared by the Radiologic Science and Veterinary Technology programs. It also will provide much-needed additional computer classrooms. Information Technology and Office Occupations programs are currently on two sides of the street dividing campus; the remodel will enable them to share classrooms and common office areas.

9. **Community Service:** Many programs participated in community service projects. For example, Automotive Service Technology hosted events such as ASA Lights (providing free safety checks on the lights of 89 vehicles), Senior Citizen's Repair Day, and three open houses for local auto dealerships, independent repair shop owners, and the community. In addition, the agriculture instructor made presentations at agriculture-related organizations; the business marketing class participated in General Motor's marketing internship where, for the third year in a row, they created a marketing plan for a local car dealership; dental hygiene instructors participated in fluoridation education within Yakima County, and the Nursing Department held an immunization clinic serving YVCC and WSU (branch campus) students and faculty.

Challenges

1. **Data:** A common concern for most departments and the division has been data collection and accuracy. Many of the department self-studies express this concern, and staff throughout the division have been developing databases to help track more accurate and appropriate data for assessment. The major challenges are tracking graduate employment rates, coding student program intent and completion, and identifying advisees by program.
2. **Organizational Structure:** During the last few years, WorkFirst and Worker Retraining programs have been added to college campuses. Although these programs have provided funding for direct services to students, record keeping requirements have made it necessary to develop new tracking methods. This is an involved process, and the funding sources have not afforded additional staff to accomplish the task.
3. **Staffing:** Several programs have identified the need for more full-time faculty due to either workload issues or difficulties in finding part-time faculty (particularly for daytime classes). The concerns of the Business Department are explained in the Faculty section of this report. Other programs expressing concern are Automotive, Dental Hygiene, and Nursing.
4. **Classrooms:** Overall, most programs did not express a concern with the quality of classrooms. The concerns noted (by Information Technology, for example) had to do with the need for more classroom space. However, the number of computer classrooms will increase when the Technology Complex remodel is complete. Dental Hygiene expressed a concern because they lack a formal classroom for instruction; Chemical Dependency surveyed their students who indicated they want a different classroom. Instructors in the Business Program are concerned that they are not located in one building—they have offices and classrooms in four buildings on campus.
5. **Funding of Faculty Continuing Education:** Many disciplines in the division require instructors to continually upgrade skills, and all full-time PACE faculty are required to maintain vocational certification. Faculty find it time consuming, costly, yet invaluable to attend workshops and courses. The limited travel budgets do not cover the costs associated with maintaining skill levels and updated certifications.

6. Enrollment/Employment Issues: Although there is an open job market and sometimes a critical shortage in nursing, veterinary technology, and radiologic sciences professions, recruiting students into related programs has become a problem. The Nursing, Veterinary Technology, and Radiologic Sciences programs all have an application process, solid job market, and the shared problem of limited applicants. The number of engineering jobs in the Yakima Valley is expected to remain high, yet the enrollment in engineering courses has remained relatively low. This year, for the first time in five years, three engineering students graduated.
7. Jane’s House: Although this is not a challenge presented by many programs, Jane’s House, the current childcare facility is scheduled for demolition because of its age and condition. The estimated cost for replacement is \$1.2 million.

Update: Governor Locke’s proposed 2001-2003 capital budget includes YVCC’s childcare center among the projects identified as “critical building replacements.”

Community Connections

In addition to PACE faculty and staff participating in various community activities on an individual basis, faculty receive community support and feedback through program advisory committees.

Currently over 200 community members participate on advisory committees. These individuals provide real world information to maintain up-to-date curricula. Table P2-2, PACE Advisory Committees, lists the committees and the number of members. Appendix P2-12, Representative Advisory Committee, provides a report for each committee that includes the meeting cycle, representatives, term, representative classification as an employer or employee, job title, employer, and city of residence.

Table P2-2 PACE ADVISORY COMMITTEES			
Committee	No. Members	Committee	No. Members
Agriculture	10	Fire Science	21
Automotive Service Technology	14	Hospitality/Tourism	8
Business Administration	16	Information Technology	9
Business Office Occupations	7	Institutional Animal Care	2
CADD	9	Medical Assisting	11
Chemical Dependency Studies/VOTE	8	Nursing	22
Criminal Justice	13	Parent Education Co-op Preschools	5
Dental Assisting	6	Radiologic Sciences	7
Dental Hygiene	11	Veterinary Technology	10
Developmental Disabilities Specialist	8	Women’s Programs	17
Early Childhood Education	12	Worker-Retraining/General Vocational	43
Engineering	6	<i>Note: This committee is made up of members from all the other committees and additional community members.</i>	

During the past year, PACE faculty, administrators, and staff participated in over 20 professional associations and 10 community activities. They also delivered more than 30 presentations to community and state groups. (Please refer to Appendix P2-13, PACE Community Connections, to see a participation list of community projects and professional organizations.)

GENERAL EDUCATION

All applied degrees and certifications of at least 45 credits must have a curriculum that fulfills general education requirements in the areas of computation, communications, and human relations. Many of the programs, for example, require PTECH 115 (formerly known as VCED 115) to fulfill the computation requirement. PTECH 115 is individualized to meet specific program requirements for math calculations, such as drug calculations for nursing or proportions and ratios related to automotive technology. In the area of communications, most programs require BA 138, Written Business Communications, or ENGL 101, English Composition I. The human relations component, if fulfilled through BA 220, Human Relations in the Workplace, is embedded in the program curriculum.

Yakima Valley Community College has identified eight college-wide abilities that help students apply what they learn. The core abilities are taught across the curriculum to offer students opportunities to practice their skills in the eight areas of analytical reasoning, problem solving, communication, historical perspective, research, aesthetic literacy, service learning, and cross cultural/global perspective.

Faculty in the PACE Division first identified specific abilities practiced in each course. Then they determined that students earning an applied degree must have a minimum of two experiences in seven of the ability areas and one experience in service learning. Students earning certificates that require a minimum of 45 credits must have at least one experience in each of the eight areas. Table P2-3, PACE Core Competencies, shows the PACE degrees and certificates, specific courses required to meet the general education requirements, and the abilities each of those required courses fulfills. As a result, most students fulfilling their computation requirement also fulfill one of their requirements for analytical reasoning; by fulfilling the communication general education requirement, they also fulfill a communication ability; and the human relations general education requirement usually fulfills the cross cultural/global perspective ability. Because students are encouraged to take the general education requirements as prerequisites or early in their programs, students may begin to practice a variety of the college-wide abilities at the onset of their educational experience. (Details related specifically to assessment of student learning are provided in the Student section of this report.)

Table P2-3, Core Course Competencies

1999-2000

(All Programs >45 credits)

Program	Degree	Math	Computation					Communication					Human Relations										
			Comp	AR	PS	C	R	Com	Comp2	AR	PS	C	R	AL	HR	Comp	AR	PS	C	HP	R	AL	C/GP
Accounting	Cert	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Administrative Assistant	AAS	BOOC	161	x	x			BA	138x	x	x		x	BOOC	111		x						x
Agribusiness Management	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Automotive Technology	AAS	VCED	115	x	x			BA	138x	x	x		x	BA	220		x	x					x
								ENGL	101x		x												
Bus. Mgmt./Mktg./Merch./Sales	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Bus. Mgmt./Mktg./Merch./Sales	Cert	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Business Accounting	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Business Administration	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Business Computer Science	Cert	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
CAD/Drafting	AAS	MATH	104	x	x	x		BA	138x	x	x		x	BA	220		x	x					x
Chemical Dependency Studies	AAS	VCED	115	x	x			ENGL	101x		x			BA	220		x	x					x
Civil Engineering Technology	AAS	MATH	107	x	x	x		BA	138x	x	x		x	BA	220		x	x					x
Computer Science*	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Criminal Justice	AAS	BA	115	x	x	x	x	ENGL	101x		x			BA	220		x	x					x
Data Entry	Cert	BOOC	161	x	x			BOOC	106		x	x		BOOC	111		x						x
	Cert	BA	115	x	x	x	x																
Dental Hygiene	AAS	MATH	102	x	x	x		ENGL	101x		x			PSYCH	101x		x		x				x
	AAS													SPCH	105x		x	x	x				x
Drafting	Cert	VCED	115	x	x			BA	138x	x	x		x	BA	220		x	x					x
Early Childhood Education	AAS	MATH	102	x	x	x		ENGL	101x		x			ECE	201x	x	x	x	x	x	x	x	x
ECE Teacher	Cert	VCED	115	x	x			ENGL	101x		x			ECE	201x	x	x	x	x	x	x	x	x
Fire Command Administration	AAS	MATH	102	x	x	x		ENGL	101x		x			BA	220		x	x					x
	AAS							BA	138x	x	x		x										
Fire Science	AAS	MATH	102	x	x	x		ENGL	101x		x			BA	220		x	x					x
	AAS													FCA	231								
	AAS													FCA	140								
Fire Science	Cert	MATH	102	x	x	x		BA	138x	x	x		x	FCA	231								
	Cert													FCA	140								
General Engineering	AAS	MATH	124	x	x	x		ENGL	101x		x			SS Elective									
General Office Assistant	Cert	BOOC	161	x	x			BOOC	106		x	x		BOOC	111		x						x
Hotel/Restaurant Management*	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Hotel/Restaurant Management*	Cert	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Info. Tech. Support Specialist*	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x



Program	Degree	Math	Comp	AR	PS	C	R	Com	Comp2	AR	PS	C	R	AL	HR	Comp	AR	PS	C	HP	R	AL	C/GP
Info. Tech. Support Specialist*	Cert	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Legal Office Assistant	AAS	BOOC	161	x	x			BA	138x	x	x		x	BOOC	111			x					x
Management & Supervision	AAS	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Management & Supervision	Cert	BA	115	x	x	x	x	BA	138x	x	x		x	BA	220		x	x					x
Manufacturing Engineering Tech	AAS	MATH	104	x	x	x		ENGL	101x			x		BA	220		x	x					x
Medical Office Assistant	AAS	BOOC	161	x	x			BOOC	106			x	x	BOOC	111			x					x
Nursing	AAS	VCED	115	x	x			ENGL	101x			x		Embedded in curriculum									
Occupational Therapy Asst.*	AAS	VCED	115	x	x			ENGL	101x			x		PSYCH	101x			x		x			x
	AAS							SPCH	180x		x	x											
Postharvest Technology	AAS	MATH	102	x	x	x		ENGL	101x			x		AG	125								
	AAS	MATH	104	x	x	x																	
	AAS	MATH	111	x	x	x																	
	AAS	MATH	115	x	x																		
	AAS	MATH	124	x	x	x																	
Practical Nursing	Cert	VCED	115	x	x			ENGL	101x			x		Embedded in curriculum									
Production/Pest Management	AAS	MATH	102	x	x	x		ENGL	101x			x		AG	125								
	AAS	MATH	104	x	x	x																	
	AAS	MATH	111	x	x	x																	
	AAS	MATH	115	x	x																		
	AAS	MATH	124	x	x	x																	
Radio Broadcasting	Cert	VCED	115	x	x			ENGL	101x			x		BA	220			x	x				x
	Cert							BA	138x		x	x		x									
Radio Production & Broadcasting	AAS	VCED	115	x	x			ENGL	101x			x		BA	220			x	x				x
	AAS							BA	138x		x	x		x									
Radiologic Sciences	AAS	MATH	102	x	x	x		ENGL	102x			x		RT	140x			x	x				x
	AAS													RT	141x		x	x	x	x	x	x	x
	AAS							BA	138x		x	x		x									
Real Estate*	Cert	BRE	124					BA	138x		x	x		x	BA	220		x	x				x
Restaurant Management*	AAS	BA	115	x	x	x	x	BA	138x		x	x		x	BA	220		x	x				x
Restaurant Management*	Cert	BA	115	x	x	x	x	BA	138x		x	x		x	BA	220		x	x				x
Stenographer	Cert	BOOC	161	x	x			BOOC	106			x	x	BOOC	111			x					x
Television Prod. & Broadcasting	AAS	VCED	115	x	x			CMU	101					BA	220			x	x				x
Travel & Tourism	Cert	BA	115	x	x	x	x	BA	138x		x	x		x	BA	220		x	x				x
Travel/Tourism Management	AAS	BA	115	x	x	x	x	BA	138x		x	x		x	BA	220		x	x				x
Veterinary Technology	AAS	VCED	115	x	x			BA	138x		x	x		x	AG	125							
Word Processing	Cert	BOOC	161	x	x			BA	138x		x	x		x	BOOC	111			x				x

* Programs in Transition

CURRICULUM

Goals Related to Curriculum

The division strives to meet the community employment needs and keep program curricula current. PACE was able to meet the 1999-00 divisional goal to “develop and implement new professional and technical programs and courses.” However, that goal was modified to be more realistic since development of new programs can require considerable resources and many of PACE’s current staff members are working at full or overload capacity.

When the institution put into practice the abilities-based curriculum model, division faculty began revising course outlines. The PACE Division offers 991 courses, and currently 674 course outlines have been modified to the abilities-based format. There are 317 courses either needing to be written to the abilities-based format or deleted from the college’s master catalog. A cursory look at the list of 317 indicates that at least 100 of the courses should be deleted since they are no longer offered.

Update: Of the 317 courses, 174 have been deleted through February 1, 2001. That leaves 143 courses needing to be deleted or written in the current course outline format.

Data Collection and Tracking

Because all of the course outlines needed to be rewritten to the abilities-based format, the PACE Division developed a course outline database for tracking. This database is now incorporated institutionally. PACE can track each course and determine if it has been rewritten and what abilities the course includes. More detailed tracking needs to be developed, however. Revision dates and information identifying the class as new, rewritten with major revisions, or minimally revised should be included. Several courses were deleted from the master list this year. These also need to be incorporated into the database, but as yet there is no way the dean’s office can track those deletions since they were completed in a hard copy format only.

Scheduling

PACE offers classes beginning as early as 7:15 a.m. and ending as late as 10:00 p.m. during the week. The division also offers a limited number of courses through Weekend College, interactive television, and the Web. In addition to holding classes on the Yakima and Grandview campuses, a variety of other locations are used.

Student Accessibility

PACE is committed to making education accessible to everyone and strives to accommodate student needs. The following examples illustrate the complexities involved in developing class schedules:

1. The new Medical Assisting Program was developed to meet the needs of students who often work in a daytime medical setting. Most classes are offered in the late afternoon, evening, and via the World Wide Web.

2. The Information Technology (IT) Program offers classes throughout the day, evening, and on weekends. Several factors add to the intricacy of developing the Information Technology schedule:
 - Coordinating the part-time faculty schedules with their non-YVCC jobs.
 - Coordinating with other programs to make sure the support classes, such as IT 100, are offered at appropriate times for students majoring in non-IT programs.
 - Providing out-of-class lab time and assistants to help students complete assignments.
 - Making sure there are enough offerings for IT majors to have a full schedule within a reasonable timeframe.

Since the program underwent many curricular changes this year, IT faculty has been surveying students to determine their scheduling and curriculum needs. In addition, the program lacks enough classrooms and must coordinate scheduling of non-IT classrooms in buildings across the street from their assigned area, Sundquist Hall. The Technology Complex is currently being remodeled to accommodate more computer classrooms and should be available for classes by fall 2000.

Even with such complex issues involved in developing the quarterly schedule, the IT faculty members are committed to providing an appropriate, accessible learning environment to students. (Table P2-4, Information Technology Department Fall 2000, further illustrates the complexities of scheduling information technology and engineering courses along with open lab times.)

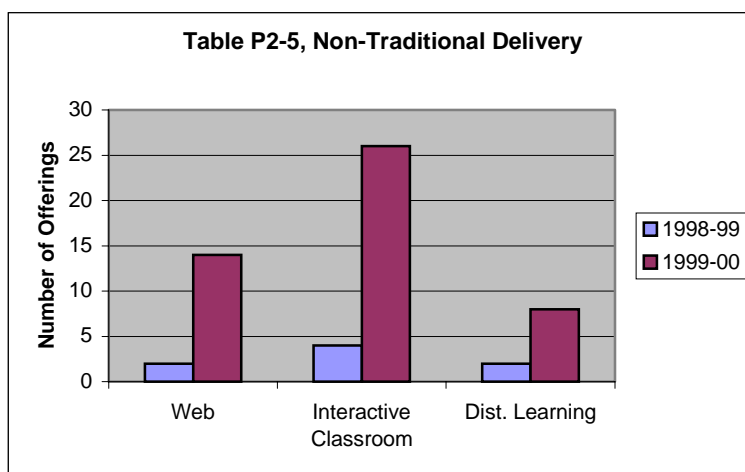
3. The IT Program provides computer access for CAD and IT students. Although there are other open computer labs on campus, software and hardware issues make it necessary to provide accessibility for information technology and engineering students in the IT classrooms. In spring 2000 the open lab usage for 11 weeks totaled 1,039 hours (Appendix P2-14, Spring 2000 IT Lab Usage). The three IT classrooms, S115C, S115A, and S113, are open during non-class hours and operated by student lab assistants, the IT instructional technician, or both (Appendix P2-15, Open Lab Schedule). Plans are to open a new IT lab beginning fall quarter. This lab will be open 7:30 a.m.–5:00 p.m. Monday through Friday, a few evenings per week, and Saturdays.

Table P2-4 INFORMATION TECHNOLOGY DEPARTMENT
 FALL 2000 CLASSROOM/OPEN LAB SCHEDULE (Engineering lab courses also included)

TIME	S115A					S115C					S113				
	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
7:15-7:30															
7:30-8:20	Eng 214 Moore 3	OPEN	Eng 214 Moore 3	OPEN	Eng 214 Moore 3	IT103 Apperson 5					IT 101 Batali 5				
8:30-9:20	ENGR 110 Moore ITV--3	ENGR 109 Twaddle 2	ENGR 110 Moore ITV--3	ENGR 109 Twaddle 2	ENGR 110 Moore ITV--3	IT 198 N+ Rantanen 5					IT 104 Swaboda 3	IT 102 Palmateer 2	IT 104 Swaboda 3	IT 102 Palmateer 2	IT 104 Swaboda 3
9:30-10:20	IT 103 Apperson 5					IT115/125 Batali 4				BA 115 Bolong 3	IT 140 Rantanen 3	IT 102 Palmateer 2	IT 140 Rantanen 3	IT 102 Palmateer 2	IT 140 Rantanen 3
10:30-11:20	IT 198 Windows 2000 Accelerated Rantanen 10					IT111/121 Batali 4					IT 110 Apperson 5				
11:30-12:20						IT 198 - Illustrator Batali 5					IT120/220 Palmateer 4				OPEN
12:30 - 1:00						IT 161 Batali 1	OPEN	OPEN	OPEN	OPEN		OPEN	OPEN	OPEN	OPEN
1:00 or 1:10	IT 103 Apperson 5					IT 198 - HTML Palmateer 5					IT 101 Rantanen 5				
2:10 - 3:00	OPEN	OPEN	OPEN	OPEN	OPEN	IT 100 Swaboda 3	OPEN	IT 100 Swaboda 3	OPEN	IT 100 Swaboda 3	IT 104 Moore 3	OPEN	IT 104 Moore 3	OPEN	IT 104 Moore 3
3:10-4:00	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN	OPEN		OPEN	OPEN	OPEN	OPEN
4:10-5:00	OPEN	OPEN	OPEN	OPEN		OPEN	OPEN	OPEN	OPEN		OPEN		OPEN	OPEN	
5:30-6:30	IT 100 Macek 3	ENGR 110 Moore ITV--3	IT 102 Sweet 2			IT 120 Moriates 2	IT 102 Garcia 2	IT100 Moraites 3	IT 111 Sweet 2		IT124 Sweet 2				
6:30-7:30															
7:30-8:30															

Non-traditional Delivery of Courses

During 1999-2000, PACE increased non-traditional offerings by 500 percent, from 8 in 1998-1999 to 48. Table P2-5, Non-Traditional Delivery, shows this significant increase over the last year in non-traditional offerings. These methods are broken into three categories: *Web-based*, where the course is primarily taught through the World Wide Web; *interactive classroom*, where students attend class, but may view the instructor via interactive television; and *distributed learning*, which uses a combination of methods such as video, classroom meetings, interactive instruction, or the Web. These non-traditional methods enable PACE to offer classes to students throughout YVCC's service area. Interactive classes have been offered to students in Grandview and Goldendale as well as Selah High School.



Appendix P2-16, Non-Traditional Delivery of Instruction, 1998-2000, provides a breakdown of the following:

World Wide Web: Offerings of web-based instruction increased from two sections in 1998-1999 to 14 in 1999-2000. The PACE Division currently offers eight classes on the Web: Medical Law and Ethics, Consumer Financial Planning, Cyberlaw for Business, Business Law I, Office Reference Procedures, Architecture of the Pacific Northwest, Green Design, and Human Nutrition. In 1999-2000, 175 students enrolled in these classes. One instructor in the Business Department has developed three Web classes (Consumer Financial Planning, Cyberlaw, and Business Law) and taught five sections to a total of 76 students. Even though the instructor experienced some frustration with the equipment and testing aspects of this delivery method, she is committed to teaching through the Web and is planning to develop more online courses. Her concerns regarding online delivery of instruction relate to both students and instructors.

Despite the dramatic increase in Web class offerings, much more could be accomplished, with greater student satisfaction and improved outcomes, if support for the development of such classes were increased. At present, the burden of developing Web classes rests with instructors; however, only minimal training is provided to instructors for developing such classes. There

exists no technical support team dedicated to assisting them, and the webmaster is part-time and generally available only after regular school hours. Course management software, which can assist in providing consistent, quality Web classes, has not yet been purchased for the college. Thus, faculty are charged, not only with the actual instruction of the class, but also with the technical development and administration of the class Web site as well. Few instructors are willing to put in the uncompensated time and effort to learn how to effectively develop Web classes and to administer them on an ongoing basis. What compensation has been offered has been minimal compared to the time and effort expended and the copyrights given up in exchange.

Interactive Classrooms: The number of interactive classes offered during 1999-2000 significantly increased (from 4 in 1998-1999 to 14). A total of 196 students enrolled in these interactive classes held in Yakima, Grandview, Selah, and Goldendale. Courses taught in the interactive model included business math, business law, statistics, CAD, developmental disabilities, and behavioral management.

Distributed Learning: Offerings through distributed learning also increased this year from two to eight. Classes included medical terminology, economics, and statistics with a total of 298 students enrolled.

Toward the end of this academic year, a method of evaluating these non-traditional courses was being developed. Faculty members who teach in these modes are anxious to see the results of these evaluations.

Off-Campus Delivery

Classes delivered in off-campus settings provide students the same opportunities for instruction and require coverage of the course objectives. Appendix P2-17, Off Campus Offerings 1998-2000, shows the number of courses taught off campus by location for 1998-1999 and 1999-2000. Although the number of courses during both periods is about the same, 172 versus 169, some locations have changed. Frequently courses are provided off campus as a convenience to students. For example, last year Perry Technical Institute wanted a management series for their students; rather than the JM Perry students coming to the YVCC campus, the instructor taught at their facility. No classes were offered at Grandview High School in 1999-2000 because the Grandview YVCC campus was able to provide those classes on site or through ITV.

Grandview

During 1999-2000, 878 students took PACE courses at the YVCC campus in Grandview. To accomplish this, 80 classes were actually offered (106 scheduled, 26 cancelled). Of those 80 classes offered, 46 were offered in a traditional teaching mode on site; the remaining 34 were “clustered,” which means courses were offered through distance delivery methods or in a stacked mode, where more than one class occurred at the same time in a classroom. In order to offer students a wide variety of courses, distance delivery is often used at the Grandview campus. This accommodates students, provides a healthy enrollment when combined with offerings from another location, and ensures availability of an instructor. During 1999-2000, the average class

size in Grandview (including distance learning) was 11 students, while the traditional class offerings (non-clustered courses) had an average size of 14.9.

Developing a schedule for Grandview continues to be a challenge for the PACE Division. Several factors contribute to this challenge:

Scheduling. Clear pathways have not been identified for students that would enable them to complete an applied certificate or degree program.

Staffing. None of the PACE faculty or staff are assigned full time to the Grandview campus. It remains questionable whether the enrollment at Grandview warrants a full-time person from PACE. However, consideration is being given to determine whether or not a faculty person from the Information Technology and Office Occupations departments would be appropriate.

Organizational Structure. Two dean positions, one for PACE and one for Grandview, led to confusion in schedule development, hiring practices, course cancellation, and faculty evaluation. In January 2000 a district-wide policy was developed that outlined a process to follow for all PACE classes that are offered at non-Yakima locations. It included an additional process for PACE courses at the Grandview campus that required the deans to collaborate each spring to plan for course offerings for the following year. To date, the process has yet to be implemented.

Communication. Staff from both campuses have indicated there is a lack of communication between the two campuses.

Update: In January 2001, representatives from the Business Department (general business, office occupations, and information technology), allied health areas, and workforce training, along with the PACE dean went to Grandview to discuss issues related to course scheduling. As a result of that meeting, a plan is in place for the PACE Division to develop a draft for a two-year schedule of professional/technical offerings to be held at Grandview. In addition, the division is also mapping out possible degrees/certificates in the disciplines of information technology and office occupations that could be earned at Grandview. Once the draft is completed, Grandview staff members must determine whether or not they can accommodate the necessary number of information technology classes given the limited computer classrooms available. By developing a schedule in advance, it is hoped that part-time faculty will be identified early, students will be advised ahead of time in order for them to map out and complete a program, and enrollment will increase.

Enrollment for summer, fall, and winter quarters 2000-2001 at Grandview was reviewed. The average class size of traditional class offerings (non-clustered courses) increased from 14.9 in 1999-2000 to 15.5 in 2000-2001. The percentage of cancelled classes decreased from 25 percent to 21 percent.

Cooperative Education Enrollment Trends

One of the abilities YVCC has determined students will practice is service learning. Employers often indicate students need to have the opportunity to practice job skills as part of the educational experience. In the allied health programs, students participate in service learning through clinical experiences; automotive technology students work in a repair-facility classroom environment; and veterinary technology students participate in a quarter long externship. Other programs have developed requirements for students to practice job skills through employment opportunities (either paid or volunteer). Students who enroll in the cooperative education (Co-op) course receive credits based on the number of hours they work. Since faculty began promoting Co-op, the enrollment has increased. In 1997, 142 students enrolled; in 1998, 271 enrolled; and in 1999-2000, 466 students participated in Co-op, an increase of 228 percent since 1997.

Non-credit Offerings

Non-credit and community service programs and courses are primarily offered through the Partnership for Rural Improvement, Women's Program, and Business Development Center. Program self-studies indicate the following participation for 1999-2000:

- Group facilitation training workshops were conducted through PRI for 67 people; of the 67, 15 also attended the co-facilitation mentor workshop.
- Construction flagger training was conducted through the Women's Program for more than 200 people.
- Truck driving through The Business Development Center enrolled 58 students; 53 completed the course, and 49 were successfully employed as truck drivers.
- Small business counseling for clients totaled 995 hours (148 percent of the BDC goal).

According to the Truck Driver Training Program self-study, the program continues to have some challenges:

Though there is increasing demand for qualified drivers regionally and nationally, enrollments for the first year were much lower than anticipated. This could be due to a number of factors, such as the cost of the course, recent dramatic changes in federal rules for spending workforce training funds, increased competition from local training firms, and a healthy national economy increasing pressures on the labor force. Presently the cost of the course is \$3,800; 74 percent of enrollees' fees were paid through grants, 26 percent were paid with cash (including the 14 percent who acquired loan debts).

Although the Business Development Center exceeded its goal of counseling hours, other services offered through the program have been eliminated or decreased. Between 1985-1990, the center obtained grants for \$2.25 million and conducted training for 3,500 clients and 1,500 industry trainees. Between 1987 and 1990, 170 business clients were counseled.

Shortly after the Business Development Center was moved into the PACE Division, a study of the Business Development Center conducted in January 1999 revealed that between 1995 and 1999, the BDC served 4,907 individuals through contracted training, of which 1,558 had taken

business-related workshops and 1,628 had completed computer-related seminars. These numbers are most likely duplicated; however, they cannot be verified since the record keeping system used at the time was poorly designed. For example, students who took a series of seminars may have been counted more than once. During that same period, the center did not generate enough revenue to be self-supporting. In January 1999, the budget status was reported at a loss of \$52,095 and projected to remain at a deficit of \$36,383 through June 1999. The report also showed deficit balances beginning as early as August 1998. As a result of that study, the program was reorganized: two full-time employees and one part-time employee were moved to other departments and one part-time employee was not renewed. The full-time business development specialist was retained and continues to provide small business counseling services.

STUDENTS

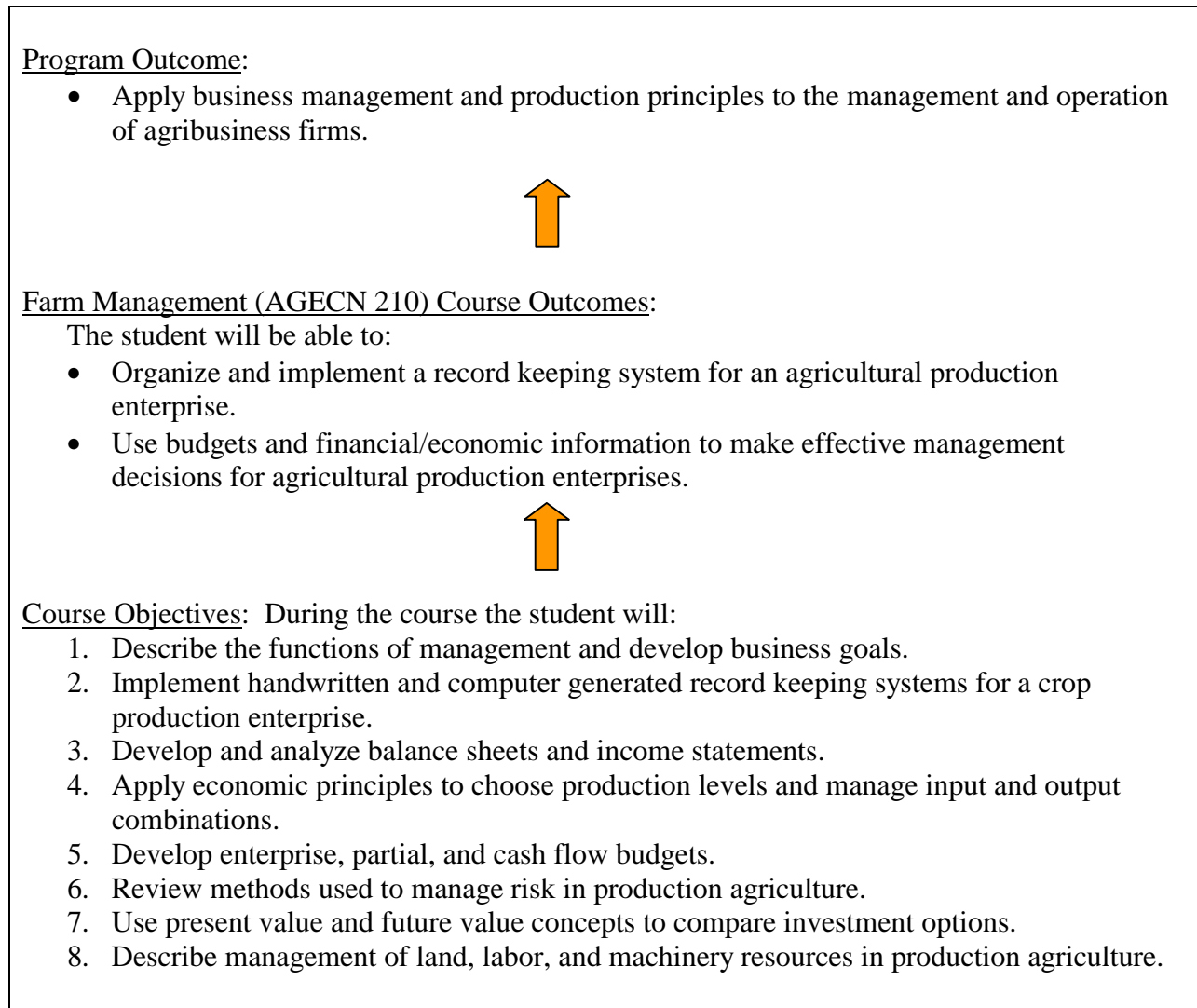
Goals Related to Students

Four of the PACE 1999-2000 goals related to the area of students and were assessed in the goals section of this self-study: increasing enrollment, increasing the number of degree and certificate completers, advising more professional/technical students, and implementing direct transcription of at least ten courses.

Assessment of Student Learning

All PACE programs and courses contain outcomes. Program outcome statements describe, within a broad context, skills that a student should be able to apply in a particular career area. Students acquire the program outcomes by completing all courses required for a degree or certificate in a particular program. Each course also contains outcome statements that describe skills a student will be able to apply following completion of that particular course. The course outcomes are acquired as a student completes assignments that assess attainment of course objectives. The relationship between program outcomes, course outcomes, and course objectives is illustrated in Figure P2-2, Outcomes and Objectives, using the example of the Agribusiness Management Program.

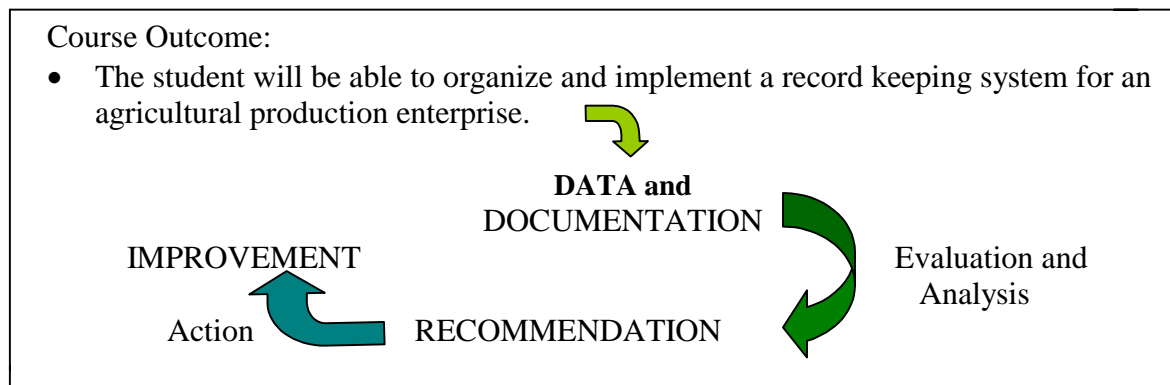
Figure P2-2, Outcomes and Objectives



A minimum measure of how well students acquire program and course outcomes occurs when a student obtains the degree/certificate or passes a course, respectively. The student was required to complete assignments and/or demonstrate skills in order to meet course objectives, pass courses, and eventually meet degree requirements. All PACE programs and courses rely on this minimum measure.

Meaningful assessment of student acquisition of educational outcomes requires more than just tracking the number of graduates or the number of students passing a course. PACE programs use various methods to evaluate the effectiveness of educational programs. All programs have procedures that are used to make program improvements based upon data and feedback obtained during the evaluation process. Programs collect and document data regarding student acquisition of outcomes, and the analysis and evaluation of that data results in a recommendation. The recommendation leads to action that causes course and program improvement. PACE programs use both similar and different methods to complete the evaluation cycle. Figure P2-3, Evaluation Cycle, illustrates general examples of how the analysis occurs.

Figure P2-3, Evaluation Cycle



As stated earlier, YVCC recognizes that it is important for students to have the opportunity to practice and develop eight abilities: analytical reasoning, communication, problem solving, historical perspective, cross-cultural/global perspective, aesthetic literacy, research, and service learning. This opportunity is delivered within the content of specific courses as objectives are completed. As a result, students obtaining a degree from YVCC will have developed a minimum aptitude in each ability. All PACE course outlines include one to several of these abilities. At least one representative assignment and associated assessment criteria are included in every course outline for each ability claimed. All PACE applied degrees require that graduates have the opportunity to practice each ability area in at least two different courses while completing the required program of study, with the exception of service learning where only one experience is required.

New courses and revisions to existing courses are reviewed and approved by the Curriculum Committee. This process leads to evaluation of and changes in claimed abilities and assessment methods.

An important PACE Division outcome is that students will leave programs ready for entry-level employment. Similarly, PACE programs and course outcomes indicate that students will be able to apply information and use developed skills within particular career areas. Programs and courses are improved based on feedback and data about how well students acquire content specific knowledge and skills. Evaluation methods used by all programs include advisory committee input, department meetings, student course evaluations, externship/cooperative work experience evaluations, comparisons to peer institutions, and specific course assignments, projects, and tests. Beyond these ever-present methods, programs use other evaluation methods such as clinic evaluations, competency checklists, surveys (graduate, alumni, employer, preceptor, patient/client), portfolios, licensing exams, peer evaluations, student demographics, and attrition/graduation rates.

Table P2-6, Program and Course Evaluation Tools, illustrates some of the evaluative methods used by various programs. Although none of the PACE programs uses all of the methods listed, most use a variety of assessment methods. Table P2-6A, Assessment of Student Learning, provides examples of program outcomes, how those outcomes are assessed, and the resulting changes in teaching or curriculum based on the assessment. The four programs illustrated are,

Office Occupations, Early Childhood Education, Engineering, and Radiological Sciences with information taken from the program self-studies. All four programs use various evaluation tools to determine what changes need to be made that will lead to improved student learning and/or changes in job skills needed for the current employment environment.

In addition, Table P26-B, Program Assessment, illustrates how a service program such as Worker Retraining may use assessment information to make changes directed toward improving services to students.

State Licensing Exam Pass Rates

Four allied health programs (Radiologic Science, Dental Hygiene, Nursing, and Veterinary Technology) prepare students to take state and national certification exams. Students graduating from these programs have had great success in passing these exams. The most recent results as reported in the individual program self-studies are as follows:

- Radiologic Science 100 percent of 1999 graduates passed the national ARRT exam
- Dental Hygiene 100 percent of 1995-1999 graduates passed the national board exam
- Nursing 83.3 percent pass rate
- Vet Tech 100 percent pass rate for the class of 1999

Allied health medical assisting students do not take a state licensure exam. There is a voluntary national certification exam for graduates of accredited programs; however, YVCC graduates are not yet eligible to take this certification since the standard dictates that two classes must have graduated from the accredited program. The Medical Assisting Program graduated its first class this year and is prepared for their first program accreditation review in October 2001.



Table P2-6 PROGRAM AND COURSE EVALUATION TOOLS

Program	Clinic Evaluation	Competency Checklists	Grad./ Alumni Surveys	Employer Surveys	Patient/ Client Surveys	Portfolios	Licensing Exams	Peer Evaluation.	Attrition/ Grad. Rates
Agriculture			X	X					X
Auto Service Technology		X	X	X			X		X
Business			X	X					X
Business Office Occupations		X	X	X					
Chemical Dependency Studies			X						
Criminal Justice								X	
Dental Hygiene		X	X	X	X		X		X
Developmental Disabilities Specialist		X	X	X					X
Early Childhood Education		X	X	X		X			X
Engineering/CADD		X				X			
Fire Science		X							
Information Technology		X							
Medical Assisting		X		X					X
Nursing	X	X	X	X			X		X
Radiologic Sciences	X	X	X	X		X	X		X
Veterinary Technology		X	X	X			X		X
Worker Retraining			X						X

Table P2-6A ASSESSMENT OF STUDENT LEARNING
Samples From Self-Studies

Program	Outcome/Objectives ⇄	Assessment ⇄	Changes in Teaching
Business Office Occupations	Train students to enter various office positions.	<p style="text-align: center;">Program Evaluation</p> <ul style="list-style-type: none"> • Advisory Committee evaluates curriculum annually. • Community input is sought through BOOC 111 course where students are sent on mock job interviews—students are evaluated by employer for job readiness. 	<p style="text-align: center;">New Curriculum based on evaluation</p> <ul style="list-style-type: none"> • Medical coding course • Medical transcription certificate • Spreadsheet, database, and desktop publishing courses were added to curriculum <p style="text-align: center;">Equipment</p> <ul style="list-style-type: none"> • Hardware and software upgraded to offer Office 2000 <p style="text-align: center;">Survey Results</p> <ul style="list-style-type: none"> • Program alumni and graduate surveys are to be completed by fall 2001. • “Missing” student contacts from fall 2000 indicated: 63 students contacted—20 percent did return to class, 40 percent could not be contacted (wrong phone numbers etc.), and 40 percent chose not to return to school for a variety of reasons—financial, childcare issues, deaths in family, etc. The survey stressed the importance of continued emphasis in work ethic, self-esteem, and skill development is warranted.
	Upon completion of BOOC degrees, students will be prepared to accept new employment opportunities or advance in current positions.	<p style="text-align: center;">Employment</p> <p>Current DLOA information does not adequately track graduates. A survey is under development. Students who have identified BOOC as their degree intent will either complete the program or gain enough training to become employed or improve employment status.</p> <p style="text-align: center;">Surveys</p> <ul style="list-style-type: none"> • Program alumni from the last five years during spring 2001 • Program graduates beginning fall • Missing or dropped students will be contacted throughout the quarter to determine what assistance may be provided to assist the student and encourage regular attendance. 	
Early Childhood Education	Demonstrated competency in ECE Career Development Core Competencies	<p style="text-align: center;">Program Evaluation</p> <ul style="list-style-type: none"> • Evaluations given to 1st and 2nd year graduates from 1998-00 • Review of enrollment reports 	<p style="text-align: center;">Increased Enrollment</p> <ul style="list-style-type: none"> • Changed ECE 202 to fall quarter • Offer courses via ITV to Grandview and Goldendale <p style="text-align: center;">Performance Competency Checklist</p>



Program	Outcome/Objectives ⇨	Assessment ⇨	Changes in Teaching
	Prepared for entry-level employment for certificate or degree earned	<p style="text-align: center;">Employment</p> <ul style="list-style-type: none"> • Job Placement Survey to Grads • Employer Evaluation Survey (8 core competencies rated on scale of 1-4) 	<ul style="list-style-type: none"> • Developed and Implemented Portfolio • Required for all program students. All three ECE 100 courses now require a portfolio.
Engineering	<p>Tech degree students will be highly skilled in many of the Eng. Tech. support functions, primarily in CAD, project management, and surveying.</p> <p>Will be prepared for entry-level employment with government agencies, construction contractors, private industry and engineering consultant firms.</p>	<p style="text-align: center;">Program Evaluation</p> <p>Curriculum evaluation and feedback from Advisory Committee members</p> <p style="text-align: center;">Employment</p> <p>Enrollment in the Engineering Tech Program has more than doubled in the last year. The program graduated three students, after a five-year period where there were not graduates. All students found jobs in the civil engineering tech field within a week of graduation.</p>	<p style="text-align: center;">New Curriculum</p> <p>Six new classes were implemented; four were offered for the first time (three were in CAD).</p> <p>Curriculum changes led to first year civil engineering tech students receiving multiple offers for summer employment.</p>
Radiological Sciences	Graduates will be eligible to take the national examination offered by the American Registry of Radiologic Technologists.	<p style="text-align: center;">Pass-rate</p> <p>100 percent of 1999 graduates successfully passed the ARRT with a scaled score of 82.4.</p>	<p style="text-align: center;">Student Input</p> <ul style="list-style-type: none"> • Student advisory panel comments re Physics 113 encouraged faculty to reassess sequencing of course offerings.

Program	Outcome/Objectives ⇨	Assessment ⇨	Changes in Teaching
	<p>Graduates will be proficient at performing entry-level job skills in departments of imaging services.</p>	<p align="center">Employment</p> <ul style="list-style-type: none"> • Class of 2000 100 percent placement w/in three months of graduation. • Employer surveys indicate above 3 on a scale of 5 for graduates, class of 1998, with composite average score of 4.33. • Graduates surveyed on program evaluation averaged 4.53 out of 5. • 100 percent of students successfully passed clinical coursework 	<ul style="list-style-type: none"> • Negative comments by students regarding RT 260 have been reviewed and the course is being appropriately revised and changes implemented based on student input and instructor self-evaluation. • Program implemented a variable credit clinical system that allows students to reduce credit load to part-time. <p align="center">Curriculum Revisions</p> <ul style="list-style-type: none"> • Courses are being analyzed for research competency—survey results will be used to assess the availability of resource information in the library. • In response to industry needs, the anatomy curriculum was reevaluated. Biology 111 was deleted and an equal number of credits were added to advanced procedure imaging courses to correlate cross sectional anatomy and physiology with pathology course content.



Table P2-6B PROGRAM ASSESSMENT
Samples of Program Changes

Program	Outcome/Objectives	Assessment	Changes
<p>Worker Retraining</p>	<p>Provide assistance to dislocated workers as they prepare for additional professional/technical training or prepare for immediate return to the workplace.</p>	<p style="text-align: center;">No. of Participants</p> <p>The program had 102 participants with a target of 200. Possible reasons:</p> <ol style="list-style-type: none"> 1. Lower unemployment rates 2. No contact person in Grandview 3. No direct link with ABE/ESL 4. Lack of campus understanding of importance to properly identify and code students 5. Institution still operating under old financial aid guidelines <p style="text-align: center;">Completers</p> <ol style="list-style-type: none"> 1. DLOA reports indicate the number has increased slightly. According to our own figures, we have successfully increased by 10 percent the number of Gateway students who complete their Gateway. 2. There are many students who are early leavers, and YVCC still struggles with how to count early leavers as success stories even though they may not have finished their degree program. Students leave because of employment opportunities, and the wage recovery numbers were above 85 percent. Clearly these are successful students. 3. In previous years we saw up to a 50 percent dropout rate in Gateway. With better intake procedures to ensure Gateway has the right placement, and with a committed faculty, we have seen the percentage of Gateway completion rise to 75 percent. 	<p>A part-time contact person will serve Grandview and help to build a bridge with ABE/ESL.</p> <p>A coding person will be hired this year.</p> <p>Financial Aid has agreed to use new guidelines so a larger number of students will be considered Worker Retraining eligible.</p> <p>Another problem with coding was discovered—sometimes Worker Retraining student codes are removed or changed once they are enrolled in a regular professional/technical program. We have not had the ability to consistently monitor and track these students. With proper coding, the numbers will automatically increase.</p>

Mid-Program Evaluation

Programs within the division assess student progress toward degree completion in a variety of ways. Although the college catalog publishes scholastic standards and academic probation/suspension policies, many programs have mechanisms in place that are designed to measure a student's ability to succeed in a specific career path. Programs in the allied health areas, for example, have formal policies regarding maintenance of grade point average, the numbers of times a course can be repeated, and the ability to raise a grade. These formal procedures are provided to students in the program handbooks. An example from page 39 of the Nursing Student Handbook states, "Students may repeat nursing courses a maximum of two times during quarters one through four and one time during quarters five and six." The handbooks also provide procedures for a review process regarding student evaluation. Less formal mid-program evaluation is also conducted in other programs. During the advising process, for example, advisors often discuss program progress and student suitability to a specific career.

Update: During convocation week for fall quarter 2001, all programs will be working to develop a grid that will provide a quick reference of program entry and prerequisite requirements as well as mid-program assessment and evaluation.

Trends in Enrollment

During the last five years, the annualized PACE enrollment (FTE) has gone from a low of 1,012 in 1997-1998 to a high of 1,091 in 1999-2000 (Table P2-7, PACE Division FTEs 1989-2000). The five-year average FTE is 1,036.4. It is interesting to note that once restructuring changes are factored in, the 1989-1990 and 1999-2000 FTEs remained relatively the same at 1,041 and 1,040, respectively. FTEs increased this year in the division by 7 percent and increased 5 percent compared to five years ago.

Table P2-7 PACE DIVISION FTEs 1989-2000

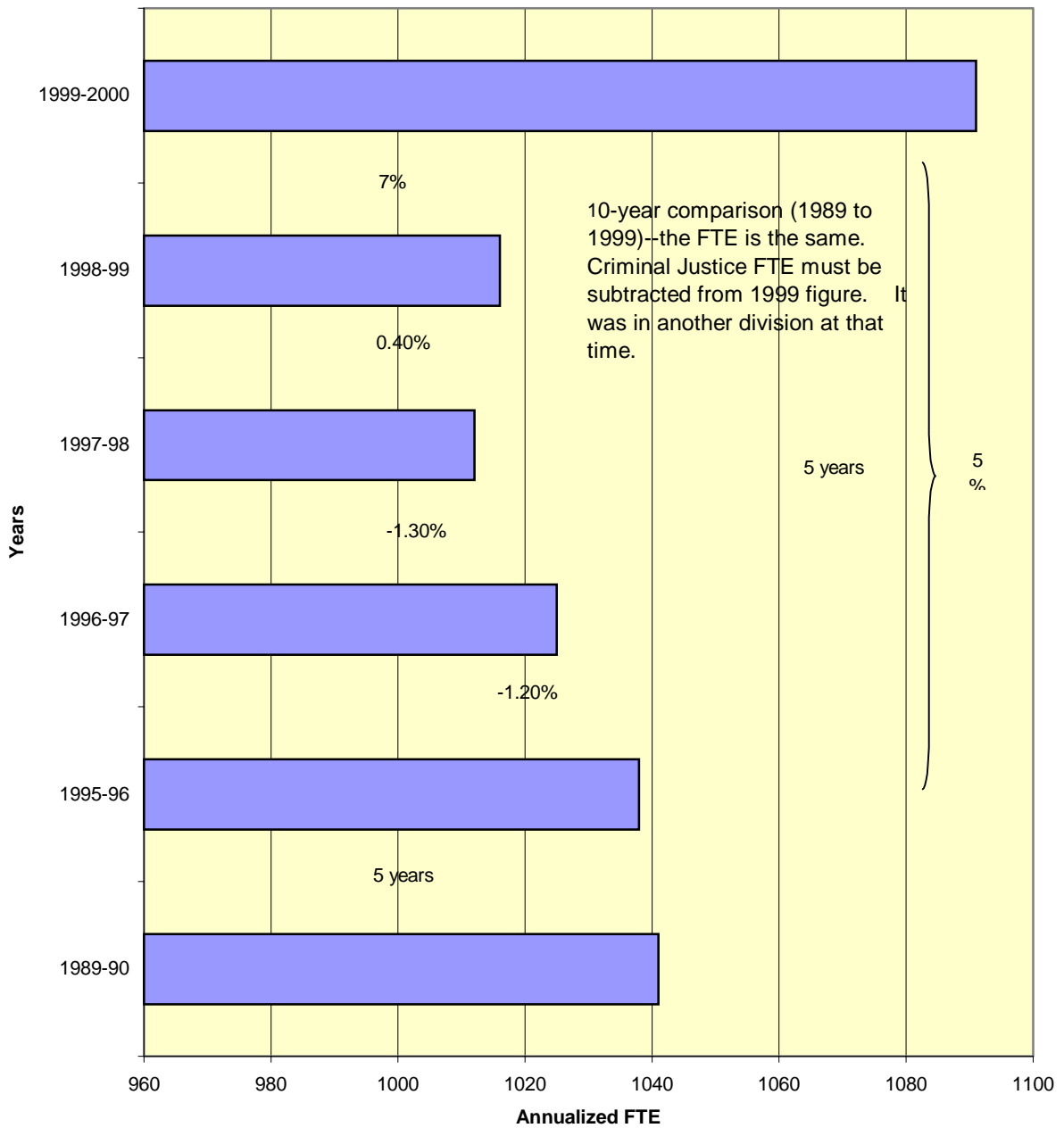
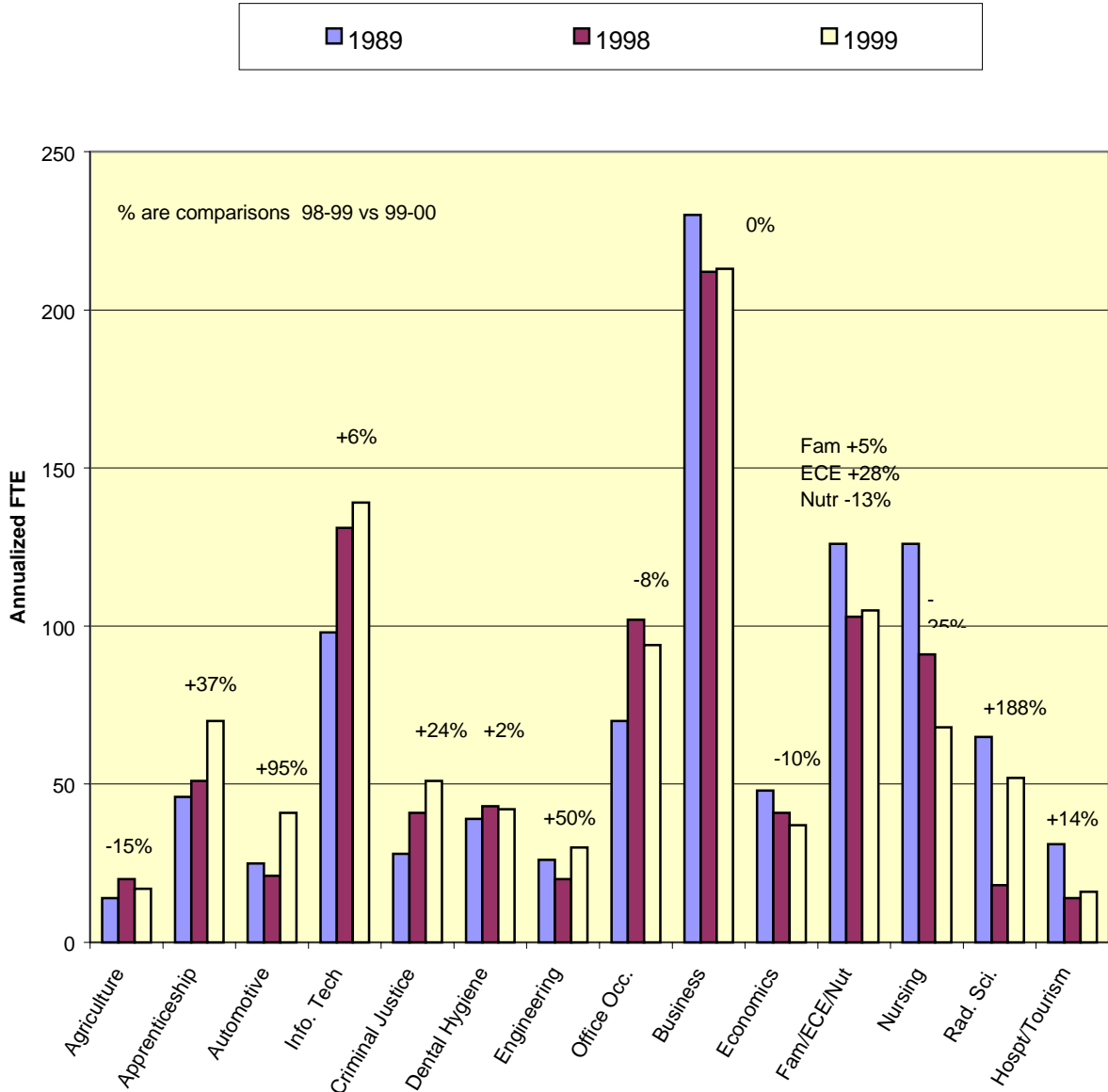


Table P2-8, PACE Annualized FTE Ten- and One-Year Comparisons, illustrates enrollment trends by program. For example, Automotive Service Technology is up 64 percent (16 FTEs) compared to 10 years ago and 95 percent compared to last year. Radiologic Science is down 20 percent compared to 10 years ago (13 FTEs) yet up 188 percent compared to last year (18 versus 52 FTEs). Hospitality Tourism is up 14 percent (2 FTEs) compared to last year yet down 48 percent compared to 10 years ago.

Table P2-8, PACE Annualized FTE Ten-and One-Year Comparisons



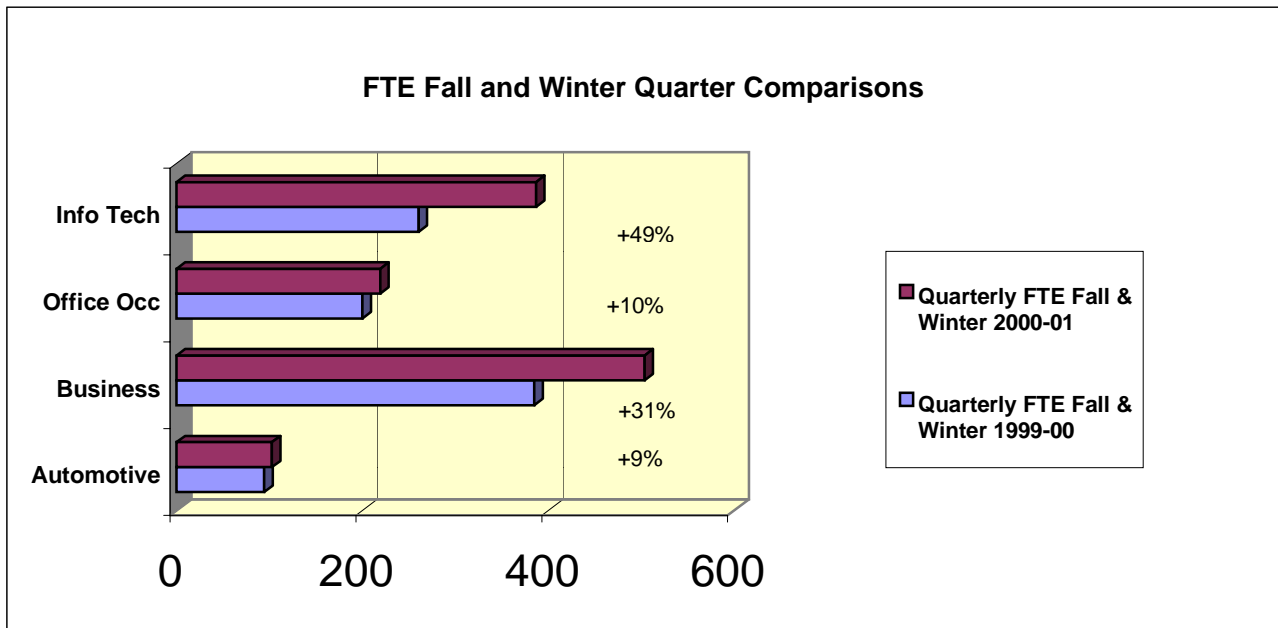
Update: During the budgeting process in February 2001, program FTEs were analyzed. The following programs show significant FTE increases for the fall and winter quarters of 2000-2001 when compared to the same quarters for 1999-2000.

**Table P2-8A FTE FALL AND WINTER QUARTER COMPARISONS
1999-2000 vs. 2000-2001**

Program	1999-00	2000-01	% Increase
Automotive	94.4	102.6	9%
Business (BA, BMM, ECON)	385.0	503.8	31%
Office Occupations	200.1	219.2	10%
Information Technology	260.5	386.9	49%

Grandview figures were not used in these computations

Source: Datab report SB/FTE/COM



Student Completion Related to Program Changes or Elimination

Yakima Valley Community College is committed to helping students complete degree and certificate requirements in a timely fashion. This is particularly true when programs are significantly changed or eliminated. Two recent examples clearly illustrate this commitment.

In 1998, the Occupational Therapy Program went through a program review according to the YVCFT Agreement. Through this process, it was determined that the program would be discontinued because enrollment decreased and there was a dramatic drop in the job market for COTAs due to changes in health care reimbursement to the Prospective Provider System. Employment Security projected annual job openings through 2006 in Yakima to be zero and in Washington State to be 14. However, YVCC was committed to allowing currently enrolled students to complete their degrees, and the last class of eight graduated in June 1999. That entire year, the classes for OTA had only eight students since a first year class was not admitted.

The Information Technology Program went through a major transformation leaving many students stranded between the former computer science curriculum and the new IT degree options. IT faculty spent many hours developing individual training plans for students that would assure they could graduate within the usual timeframe. Faculty members met with counselors and other advising staff to be sure students would be provided accurate information. A “cheat sheet” was developed and distributed campus wide, equating old CS class numbers with the new IT classes (Appendix P2-18, CS to IT Conversion Cheat Sheet). The document was used for students in the Computer Service Technology (CST) Program to shift them into the newly formed IT courses. Transitional courses enabled students to complete their degrees in a two-year timeframe.

Special Population Trends

The PACE Division served 413 special population students identified by the state board in 1999-2000, down from 571 in 1998-1999. The report compares fall quarters and breaks down the special populations into the following categories: *Economically Disadvantaged*, down to 182 students compared to 204 in 1998-1999; *Academically Disadvantaged*, up from 16 in 1998-1999 to 90 in 1999-2000; *Limited English*, up from 9 to 58; *Health Limitations* down from 86 to 23; and *Handicapped* down from 101 to 31. In reviewing these enrollments, faculty members have commented that students who may fit these categories of special populations do not always identify themselves as such. Presently the division does not have a goal related to this area. Plans are to continue monitoring the data to determine whether or not any patterns emerge that would warrant further investigation.

This year the Nursing Department partially met their goal to “increase enrollment of students of color to more closely reflect the demographics of the YVCC student body and meet or exceed percentages derived from the State Board for Community and Technical Colleges data for programs in nursing.” Their study revealed the following information and conclusion:

Although the YVCC Nursing Program exceeded the state percentages for all students of color enrolled in nursing, it is somewhat lower than the overall demographics of the YVCC student body and Yakima County. Enrollment of students of color has increased steadily over the past three years.

The Yakima County ethnic (non-white) population was 35 percent in 1996, 36 percent in 1997, and 36 percent in 1998. The annual enrollment of students of color at YVCC (fall term each year) was 42 percent in 1997, 41 percent in 1998, and 43 percent in 1999.

Annual enrollment in the Associate of Applied Science degree in Nursing (ADN) programs in Washington State for students of color was 13 percent in 1997-1998, 15 percent in 1998-1999, and 15 percent in 1999-2000. The YVCC Nursing Program enrollment of students of color was 16 percent in 1997-1998, 18 percent in 1998-1999, and 20 percent in 1999-2000.

Employment Issues

Several programs track graduates and employment statistics. According to individual program self-studies, 100 percent of the students who graduated from the following programs in 1999-2000 were placed: Medical Assisting, Radiologic Sciences, Veterinary Technology, and Early Childhood Education. Self-studies also revealed a higher than average demand for workers in the fields of nursing, engineering, radiology, and chemical dependency. Programs that do not have captive or closed enrollments such as Agriculture, Business, Information Technology, Office Occupations, and Criminal Justice have a more difficult time determining employment of their graduates.

Two issues make tracking students difficult. One is early leavers, students who gain job skills and leave a program before actually completing a certificate or degree. Information technology and office occupations instructors try to track students who disappear during the quarter to determine whether or not they have gone to work; however, no reliable tracking process is in place at this time. The other issue making it difficult to track employment involves the Employment Security database, which is supposed to provide PACE employment information by student identification numbers. Faculty members have found this source to be inaccurate and unreliable because the database lists employees by categories and wages. So, for example, a student who is a construction worker while in school is listed in the construction category; he then graduates in accounting but continues to work for the same construction company only in an office environment. In the Employment Security database, he would still be listed as employed in the construction industry. He may have enrolled in accounting because of an injury that made him unable to continue as a construction worker, and his wage may, in fact, be lower. Because of complex scenarios like this, faculty are trying to determine a better way of tracking student employment. Agriculture, Business Administration, Office Occupations, Information Technology, and Criminal Justice programs will survey graduates in an effort to find a more reliable method of determining employment changes.

FACULTY AND STAFF

Classified Staff

Individuals and position classifications for 1998-2000 are listed in Appendix P2-19, PACE Classified Staff. The number of classified positions has remained relatively stable at just over 20, despite retirements, resignations, and replacements. Three positions were added when the Women's Program was moved to the PACE Division. In addition, a stockroom attendant was added to the Automotive Service Technology Program. This position is essentially a replacement position that had been unfilled for a few years after a retirement.

Appendix P2-2, PACE Organizational Chart, provides a breakdown of assignments for the classified positions. Four support positions are assigned to the dean's office; two in Automotive Service Technology; one in WorkFirst; one in Worker Retraining; two in Dental Hygiene; two in

Family and Consumer Sciences; four in the childcare center; one in Nursing; and one in Radiologic Sciences. The Chemical Dependency, Medical Assisting, and Occupational Sciences programs have part-time support from individuals assigned to other programs above.

One office assistant is assigned to support Agriculture, Veterinary Technology, Business Administration, Marketing, Office Occupations, Economics, Hospitality and Tourism, Criminal Justice, Engineering, and Information Technology programs. In addition, Agriculture and Veterinary Technology each employ an instructional technician, while Information Technology employs an instructional technician and a computer maintenance technician.

Administrative Staff

The PACE Division has two administrators, the dean of PACE and the director of workforce development. The dean retains faculty seniority since she instructed in the Nursing Department for many years prior to accepting her current assignment. Both administrators hold master’s degrees. In addition, there are six administrative exempt positions in PACE: a coordinator of partnership for rural improvement, a small business development specialist, three positions in the Chemical Dependency/VOTE Program, and a coordinator of the childcare center. Four of the exempt staff have bachelor’s degrees, and two have master’s degrees.

Faculty

In 1999-2000 the PACE Division included 37 full-time faculty, an increase of three positions from the previous year and up a total of five positions from 1997-1998. New full-time positions were added in the areas of Veterinary Technology, Medical Assisting, Information Technology, and Radiologic Sciences. Other positions were replaced in Engineering, Information Technology, and Automotive Technology. Table P2-10, Faculty, Administrators, and Administrative Exempt Staff, lists all full-time members. Of the 37 faculty, 24 have tenure, 6 are in the tenure track, and 7 are in non-tenure or soft-dollar positions.

Table P2-9 PACE FACULTY, ADMINISTRATORS, AND ADMINISTRATIVE EXEMPT STAFF

Dept	Dept Head	First Name	Last Name	FT/PT	Hire Date	Tenured	Tenure Track	Non-tenure	Ed Degree
AGSCI	Yes	Greg	Gillespie	FT	08/01/94	9 /01/97			Ph.D.
AHMA	Yes	Shirley	Mohsenian	FT	09/23/91			x	R.N.
AST	Yes	Larry	Brookes	FT	09/18/95		x		A.A.
BA	Prog Head	Heidi	Bolong	FT	09/13/99			x	J.D./M.B.A.
BA		Joan	Norton	FT	09/15/70	3 /01/73			M.Ed.
BA		Cecil	Terk	FT	09/09/65	8 /01/69			M.Ed.
BA		Robert	Wolff	FT	09/18/78	9 /01/81			A.A.
BHTM	Prog Head	Darcy	English	FT	01/06/92	9 /01/00			M.A.
BOOC		Mary Jane	Hovis	FT	09/14/98		x		M.Ed.

Dept	Dept Head	First Name	Last Name	FT/PT	Hire Date	Tenured	Tenure Track	Non-tenure	Ed Degree
BOOC	Prog Head	Audrey	Wedin	FT	10/19/89	9 /01/98			M.Ed.
CS		Jerry	Wells	FT	9 /11/69	9/01/72			B.A.
ECON		Roy	Roddy	FT	10/18/76	4 /01/79			M.B.A.
IT		Mike	Batali	FT	09/13/99		x		M.Ed.
IT	Prog Head	Echo	Rantanen	FT	09/13/99		x		M.S.
CD/VOTE		Ella	Hanks	Ad Ex	10/24/94	n/a			Bachelor's
CD/VOTE		Brian	Taylor	Ad Ex	3/19/96	n/a			M.Div.
CD/VOTE		Carol	Wilson	Ad Ex	1/ 3/95	n/a			Bachelor's
CJ	Yes	Janet	Foster Goodwill	FT	03/28/94	9 /01/96			J.D.
DH		Trudy	Benzel	FT	09/01/94	9 /01/97			RDH B.A.
DH		Pat	Hakala	FT	09/13/73	3 /01/76			B.A.
DH		Cheri	Podruzny	FT	10/01/83	9 /01/88			B.S.
ENGR	Yes	Michael	Moore	FT	09/14/92	9 /01/92			M.A.
ENGR	Yes	Jane	Twaddle	FT	03/27/00		x		B.S.
FCS		Glenda	Orgill	FT	02/15/97			x	M.A.
FCS	Yes	Mary	Patrick	FT	02/26/77	9 /01/87			M.Ed. CHE
FCS		Erwina	Peterson	FT	09/27/82	3 /01/87			M.Ed. CHE
Child Care		Linda	Murray	Ad Ex	1/ 6/92	n/a			Bachelor's
NRSE		Barbara	Bartz	FT	09/14/92	9 /01/95			R.N. M.S.N.
NRSE		Geoff	Hodge	FT	09/20/82	9 /01/85			R.N. M.A.
NRSE		Chris	Ivy	FT	09/01/94	9 /01/97			R.N. M.S.N. C.C.R.N.
NRSE		Sue	Myers	FT	09/15/70	3 /01/75			R.N. B.S.N
NRSE	Yes	Rhonda	Taylor	FT	09/21/92	9 /01/95			R.N. M.S.N. A.R.N.P.
OTA	Yes	Peg	Bryant	FT	9 /22/86	9/1/92			B.A.
PACE/BA	Yes/BA	Patti	Koluda	FT	07/01/83	9/1/87			M.B.A.
PACE	Yes	Nick	Parisi	FT	02/14/94			x	M.Ed.
PACE Dean		Kathy	Toland	Dean	10/ 1/83	2/5/88			M.S.
PACE/BA	Yes	Carol	Schneider	FT	09/20/93			x	
PRI/BDC		Dan	Groves	Ex	10/ 3/83	n/a			M.Ed.
BDC		Audrey	Rice	Ad Ex	3/21/97	n/a			Bachelor's

Standard Two—Educational Program and Its Effectiveness

Dept	Dept Head	First Name	Last Name	FT/PT	Hire Date	Tenured	Tenure Track	Non-tenure	Ed Degree
RT	Yes	Marcy	Barnes	FT	09/20/81	9 /01/83			M.Ed.
RT		Christine	Beaudry	FT	09/14/98		x		B.S.
RT		Marsha	Sortor	FT	09/13/99			x	M.A.
VET		Kelley	DeNome	FT	09/13/99			x	D.V.M.
VET	Yes	Susan	Wedam	FT	09/15/97	9 /01/00			D.V.M.
Women's		Dorothy	Bristow	Director	1/31/94	n/a			M.S.

Tenured	24
Tenure Track	6
Non Tenured	7
Total listed	45
Administrators	2
Exempt	6

Degrees	
Associate's level	2
	1
Bachelor's level	2
	2
Master's level	2
Doctorate	5

Full-time faculty are contracted to teach no fewer than 43 and no more than 48 instructional units per academic year. This year, the PACE Division full-time faculty members taught an average IU load of 43.09. However, this calculation does not include the 3.78 full-time equivalency of the seven faculty members who received partial release time. The three faculty facilitators are also not included in these calculations since they have 100 percent instructional release time.

During 1999-2000, six department heads and one faculty member received release time varying from 7 percent to 75 percent. Their release time equates to a full-time load of 3.78 positions. All but one of these faculty members are assigned to programs that require separate accreditation and clinical requirements: Radiologic Sciences, Occupational Therapy Assistant, Dental Hygiene, Nursing, and Veterinary Technology. The other program, Early Childhood Education, requires a great deal of coordination.

Education Credentials

PACE faculty members have earned a variety of degrees and industry recognized certifications. Faculty members are assigned to programs that most closely represent their individual education credentials. In some cases, full-time faculty members who have credentials to teach in more than one program are hired. For instance, the medical assisting instructor is a registered nurse, and a business administration instructor has an M.B.A. as well as a J.D. Part-time faculty hired following the procedures outlined in the YVCFT Agreement. Many of the division's part-time faculty come from private industry and teach skills they perform in their regular jobs; others are trained educators who have teaching credentials.

While credentials for all full-time faculty members are listed in Table P2-9, more definition by program follows:

Automotive Service Technology: 1 faculty member, A.A. and automotive service excellence (ASE) master certified

Medical Assisting: 1 faculty member, registered nurse

Business: 12 faculty members (2 assigned as PACE facilitators), 1 J.D., 3 M.B.A.s, 1 M.S., 5 M.Ed.s, 1 M.A., 1 B.A., and 1 A.A. (primary teaching assignment in non-transfer business courses)

Criminal Justice: 1 faculty member, J.D.

Dental Hygiene: 3 faculty members, 1 B.S. and 2 B.A.s

Engineering: 2 faculty members, 1 M.A. and 1 B.S. who is a certified civil engineer

Family and Consumer Sciences: 3 faculty members, all with master's degrees

Nursing: 5 faculty members, all registered nurses; 4 master's degrees, 1 bachelor's degree; additional credentials include a C.C.R.N. and an A.R.N.P.

Occupational Therapy Assistant: 1 faculty member, B.A. and occupational therapist

Radiologic Science: 3 faculty members, 2 master's degrees, 1 B.S.

Veterinary Technology: 2 faculty members, both doctors of veterinary medicine

Faculty Evaluation

The PACE Division follows procedures established in the YVCFT Agreement regarding evaluation of faculty. Multiple indices are also used in the process. Appendix P2-20, Evaluation Packet, provides further information on the processes used based on the instructor's assignment: full-time faculty, part-time faculty, tenure-track (probationary) faculty, and administrative exempt staff. Full-time (non-probationary) faculty members are evaluated once during the life of the faculty agreement (every three years). The comprehensive evaluation consists of a self-evaluation, student evaluations, and a supervisor's written evaluation/classroom observation report. Procedures for evaluating tenure-track, probationary faculty are the same as those for the comprehensive full-time faculty evaluation. In addition, student evaluations are usually conducted in all classes at least two of the three quarters per year. Tenure-track evaluation follows additional procedures outlined in the YVCFT Agreement including peer review along with a self-evaluation and a supervisor evaluation. Student evaluations are conducted for each part-time faculty member during the first quarter of employment. Administrative exempt staff members are evaluated annually in the fall. The evaluation consists of a self-evaluation, peer evaluation by individuals on campus and off campus, and a supervisor's report. In all instances outlined above, the supervisor is the dean of PACE. If there are student complaints or other concerns regarding a faculty member, evaluations may be conducted more frequently.

Standard Two—Educational Program and Its Effectiveness

In order to accomplish the labor-intensive task of collecting evaluation information, the division developed a database. Each quarter a list is prepared using the data, and evaluations are scheduled. In all cases, student evaluations are conducted by an administrator or staff person, not by a faculty member. Written student comments are encouraged and provided to instructors in a typed, unedited format exactly as written by the students. Table P2-10, Student Evaluations, provides an example of a quarterly list generated by a query to the database.

Table P2-10, (query sample list) Student Evaluations, WINTER 2000						Conducted by:
Name	Class	Day/Room	Times	Date of Eval	Time	
Batali, Mike	CS	IT 120		02/22/00	9:30am	B Brookes
Batali, Mike	CS	CST 112		02/28/00	12:30pm	B Brookes
Batali, Mike	CS	CST 113		02/29/00	12:30pm	B Brookes
Bender-Uhl	CS 101	T S113	5:30 - 8:30 P	02/01/00	5:30pm	B Brookes
Delaney, J.	AHMA			02/17/00	6:40pm	Ashworth
Dezellem, T.	VCED (Gr)			GV to do		GRANDVIEW
Dibbert L	IT 124	M W S115C	7:30 - 8:20 A	01/24/00	8:00am	B Brookes
Dibbert L	IT 224	M W S115C	7:30 - 8:20 A	01/24/00	8:00am	B Brookes
Dibbert R	CST 202	M W T109	6 - 8:30 P	02/02/00	6:00pm	B Brookes
Halderman J	CS 125	M S115C	5:30 - 7:30 P	02/07/00	5:30pm	D Ashworth
Ivy, Chris	NURSE	S204		02/23/00	9:00am	B Brookes
Kerr, G.	NURSE	All classes at Garden Village		01/31/00	11:45am	B Brookes
Lawther J	CS101	W S115C	5:30 - 8:30 P			Ashworth
Lynx D	IT132	T S115C	6:30 - 7:20	02/15/00	6:30pm	Ashworth
Mason, George	AST			01/13/00	8:30am	B Brookes
Moore, M.	ENGR	S115A	THURSDAY	02/17/00	10:30am	B Brookes
Morgan B	CST102	Daily T109	7:20 - 8:10 A	01/28/00	7:55am	B Brookes
Morlan, B.	BOOC (Gr)			GV to do		GRANDVIEW
Neilson/Wells	CS173		11:30 - 12:30	02/09/00	11:30am	B Brookes
Nielson D	IT 198	Daily S115C	8:30 - 9:20 A	02/09/00	8:30am	B Brookes
Orona, P.	FAML (Gr)			GV to do		GRANDVIEW
Overton	CS101		Grandview	GV to do		GRANDVIEW
Rantanen, Echo	CS			02/28/00	9:30am	B Brookes
Rantanen, Echo	CS			02/28/00	10:30am	B Brookes
Sandifer	IT120 and CS101		Grandview	GV to do		GRANDVIEW
Scheffelmaier	BOOC 160	Wed S113	5:30 to 8:30 PM	02/02/00	5:30pm	B Brookes
Sosa, J	CS 101	MWF S113	11:30A - 12:20 P	02/09/00	12:00pm	B Brookes
Sosa, J	CS 101	MWF S115C	2:10 - 3:00 P	02/09/00	2:10pm	B Brookes
Sosa, J	CS 101	MWF S113	1:10 - 2:00 P	02/09/00	1:45pm	B Brookes
Sweet F	IT 102	Th S115C	5:30 - 7:30 P	02/15/00	5:30pm	D Ashworth
Swoboda R	IT 102	T Th S113	11:30 - 12:20 P	02/17/00	11:30am	B Brookes
Swoboda R	IT 102	T Th S115C	2:10 - 3:00 P	02/17/00	2:10pm	B Brookes
Wisner, T.	BHTM 163	Th S113	5 to 8 PM	01/27/00	5:15pm	D Ashworth
Zavala, D.	ECE (Gr)			GV to do		GRANDVIEW
Note: Asked Grandview to evaluate by e-mail on Jan 12, 2000						
Full-time Faculty						

Vocational Certification

All full-time faculty in the PACE Division are required to be vocationally certified and are governed by the process established by the State Board for Community and Technical Colleges. The dean's office in the PACE Division, therefore, maintains a database listing all full-time faculty and their activities related to vocational certification. Appendix P2-21, Query from Voc Cert Database, provides recent information on all full-time faculty vocational certifications. As of January 2001, 28 faculty members were in compliance or on schedule with recent vocational certification activities, and 7 faculty had no recent activity recorded. All faculty except one have current CPR cards.

Trends 1997-2000

In 1999-2000, 133 part-time faculty were employed in the PACE Division, 19 of which are adjunct faculty who have been in the division for at least the last two years. The division distinguishes adjunct faculty as part-time instructors who remain on a more permanent basis and are eligible for benefits. The number of adjunct faculty has increased from 15 in 1997-1998, while the number of part-time faculty has decreased from 188 in 1998-1999. Part of this decrease is attributed to the hiring of additional full-time faculty. However, the number of courses taught in a "moonlight" mode by full-time faculty increased during the same period by 35 percent (67 courses in 1998-1999 versus 103 in 1999-2000). The increase of full-time faculty teaching moonlight courses may be partly attributed to a 42 percent increase in the number of students enrolled in cooperative education (up 195 students from 1998-1999) and the change in the YVCFT Agreement to include cooperative education courses in faculty load calculations. Table P2-11, IUs Full-Time versus Moonlight/Part-Time 1999-2000, shows the percentage of full-time faculty compared to part-time faculty for this year.

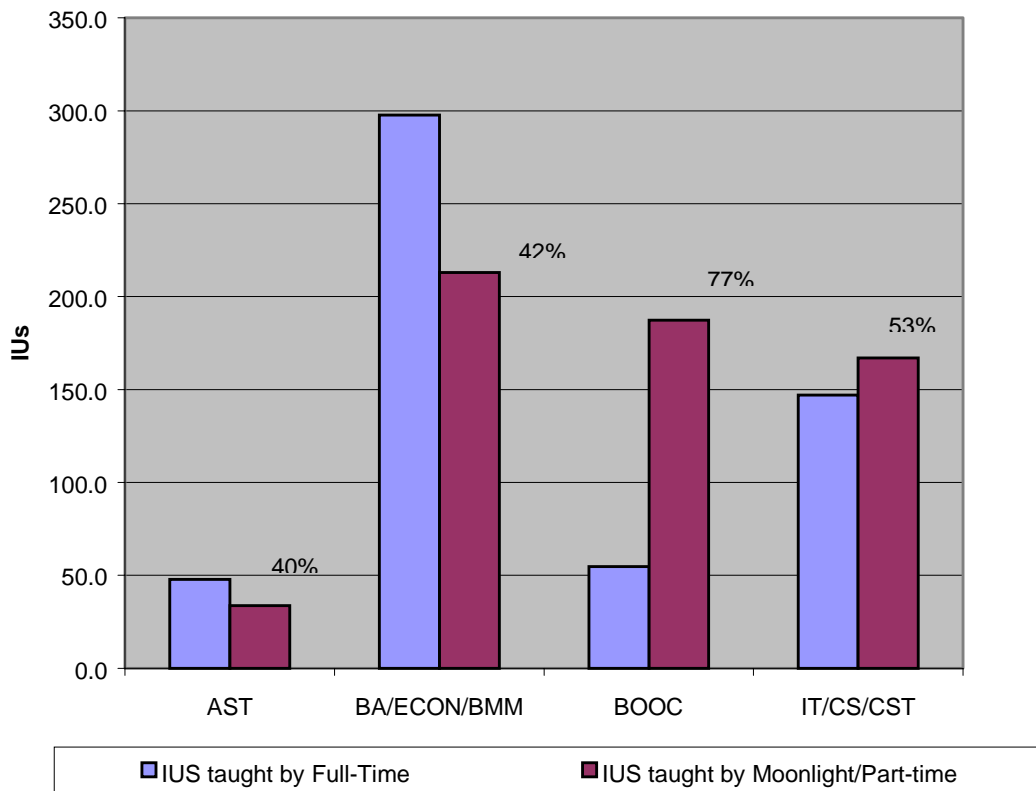
Faculty members continue to express concern about the number of courses taught by part-time instructors. For example, some programs in the Business Department—Business, Information Technology, Office Occupations, and Economics—showed that courses taught on moonlight status had increased by 86 percent (from 36 moonlight courses in 1998-1999 to 67 courses in 1999-2000). Self-studies from these business programs stress that, although the fall 1999 YVCC Faculty Mix Report indicates YVCC had the lowest percentage of part-time instruction in the community and technical college system at 31 percent, business programs have part-time and moonlight instructors teaching an equivalent of 12.56 additional full-time faculty. At the time of this analysis, there were 10 full-time faculty in the business programs. Here is a synopsis from the business program self-studies:

- 213 IUs were taught by part-time faculty or as overload for full-time faculty, which equates to 4.7 additional full-time faculty.
- Faculty members, on average, carry 167 percent of a full-time teaching load every quarter
- Office occupations part-time faculty hours combined with moonlight hours equate to 4.16 full-time faculty members.
- Information Technology needs more full-time and part-time faculty. In the IT Program, 167 IUs were taught by part-time faculty or as overload by full-time faculty. This equates to 3.7 additional full-time faculty.

Another program where the full-time/part-time ratio may soon become an issue is Automotive Service Technology. Although the figures for 1999-2000 do not yet warrant another full-time instructor, when compared to the state faculty/student ratios, the Automotive Service Technology Program has a high ratio, potentially making safety an issue. In addition, a third year of curriculum has been added to the program this year. Though statistics are not yet available, the division will begin assessing the situation more closely in the next few months.

A division database was developed in 1999 to better track faculty loads. Much of the data presented here is a result of that data for 1999-2000. Data from prior years was kept manually and calculating faculty loads was less accurate.

Table P2-11 IUs Full-time vs Moonlight/Part-time 1999-2000



Update: Program FTEs for IT, BOOC, BA, AT are provided in the Student section of this report under “Update.” Enrollment in these programs shows a significant increase when fall and winter quarters of 1999-2000 are compared to those in 2000-2001: IT is up 49 percent; BOOC, 10 percent; BA, 31 percent; and AST, 9 percent.

FINANCES

Presently, faculty have the equipment and supplies necessary to teach classes using real-world equipment with labs maintained to industry standards. As reviewed in the Faculty portion of this study, the need to hire more full-time faculty may soon become a concern in programs such as Office Occupations, Business, Information Technology, and Automotive Service Technology. If enrollment in programs such as these continues to increase, more support staff members also may need to be assigned to these programs.

Equipment Expenditures

Significant upgrading was completed in several programs this year to keep them up to industry standards. Table P2-12, Highlights of Significant Equipment Purchases 1999-2000, provides a breakdown of purchases.

Table P2-12 HIGHLIGHTS OF SIGNIFICANT EQUIPMENT PURCHASES 1999-2000		
Department	Description	Total Cost
Auto Technology	Tools and Equipment	\$19,229
Business Administration	Office Chairs	\$313
Business Office Occupations	Office Chair, Cd Law Plus Annotated RCW, Computer Labs (GR & YAK)	\$53,713
Criminal Justice	Instructional Videos, Cd Law Plus Annotated RCW	\$1,016
Dental Hygiene	Equipment, Repairs, Installation	\$12,590
Engineering	Upgrade AutoCAD Software	\$7,371
Information Technology	Equipment, Classroom Furniture, Software & Hardware Upgrades Computer Labs, GR & YAK	\$401,704
Nursing	Equipment, Scanner, Clinic Simulations, Camera	\$9,957
Radiologic Tech	X-ray Equipment, Camera	\$44,974
Vet tech	Equipment	\$2,794
Total Equipment Cost		\$557,453

P:\fiscal\budget\equipment\equipment 9_900 sort on department
Emails P:\pace self study documentation\9900

Facilities

The Technology Complex is being remodeled to better meet the needs of PACE programs and students. The building currently houses automotive technology and veterinary technology labs and classrooms in addition to four other general classrooms. Three phases of construction have been identified, with Phase I already completed at a bid for \$153,502 and Phase II underway. This project will add 7,792 square feet to the interior of the building by creating a second floor in the high, open bay areas where exterior walls were already in place. The additional space will house Radiologic Sciences, Information Technology, Automotive Service Technology, and Veterinary Technology programs as well as office space for faculty. With these improvements, Veterinary Technology and Radiologic Sciences will be able to share X-ray equipment, Information Technology will have additional classrooms, and faculty will have offices located close to their classrooms. Funded for \$1,332,536, the project is scheduled for completion in March 2001. A third phase of the project, projected to cost \$612,700, is pending funding for the 2001-2003 biennium. That proposal would complete the remodel of the Technology Complex by adding an office occupations classroom, a meeting room, and additional faculty offices.

Jane's House Child Care Center, a 56-year-old converted residence, is scheduled for demolition. The proposal to replace the facility with a 5,100 square foot building is also pending funding for the 2001-2003 biennium. If the Governor's budget funds \$969,900, the project will begin construction in July 2001 and completed in time for fall quarter 2001. Currently, the project is thirteenth on the Governor's list.

Another project also remains on the Governor's list, this one in twenty-first place. The renovation of Sundquist Hall would convert 8,200 square feet of shop space into usable instructional space for media technology.

PACE GOALS 2000-2001

As a result of this self-study, the division goals have been updated to reflect current issues.

Retained from 1999-2000

1. Advise 95 percent of all professional and technical students.
2. Implement direct transcription for at least ten courses.

Modified from 1999-2000

1. All advisory committees will comply with state and college regulations.
2. Increase number of professional and technical completers by 10 percent.
3. Maintain and refine comprehensive systematic plans for program evaluation to ensure quality education.
4. Investigate new professional and technical programs and courses.
5. Maintain a collaborative relationship with the rest of campus.
6. Increase PACE Division enrollment by 10 percent in 1999-2001 biennium.

Deleted from 1999-2000

Change designations associated with PACE Division to more current terminology, i.e., from “vocational” to “technical.”

New Goals

1. Increase connections with the K-12 system.
2. Ensure each program revises at least 20 percent of their course outlines.
3. Develop appropriate data collection for tracking curriculum changes to determine the number of revised, deleted, and new courses.
4. Develop PACE staff database.
5. Develop a method of tracking student attrition rates by program and division.
6. Track vocational certification for faculty to assure that 100 percent of the full-time faculty is in compliance.

Appendices

- P2-1 PACE Program Overviews (information from program self-studies)
- P2-2: PACE Organizational Chart
- P2-3: Systematic Plan Template
- P2-4: Accreditation Information published in Outlook
- P2-5: Self-Study Template
- P2-6: Mission and Goals update template
- P2-7: Action Plan Summary List optional template
- P2-8: Annualized State FTE by PACE Dept 956—990 Enrollment FILENAME:
Enrollment Increase Enrollment 9596 to 9900
- P2-9: Program Changes Approved by State Board, Academic Year July 1999—June 2000
- P2-10: PACE Curriculum Committee Activities, New Courses Developed and Approved
- P2-11: 1999/2000 Tech Prep Classes (query from Tech Prep database)
- P2-12: List of All Representative Advisory Committees
- P2-13: PACE Community Connections
- P2-14: Spring 2000 IT Lab Usage
- P2-15: Open Lab Schedules
- P2-16: Non-Traditional Delivery of Instruction, 1998—2000
- P2-17: Off Campus Offerings 1998-2000 ~All courses greater than 9784 from SMS; queries
from report less Tech Prep offerings SBCLASSOPE)
- P2-8: (from above) 1991 Self-study, pgs IX 16-17; Comparison of 1991 Self Study, Section
IX, pgs 16-17 Annualized FTE Report to 1999 SBCTC data for Annualized FTE by
PACE Department 956-990
- P2-18: CST to ITSS Transition and Computer Science to IT Conversion Cheat Sheet
- P2-19: Classified Staff, PACE Division
- P2-20: Evaluation Packet including separate procedures for completing evaluations: tenure
track, part-time, full-time, and admin exempt
- P2-21: Query from Voc Cert database—Vocational Certification Information

Materials in the Resource Room

- P2-1: Degree Coding List; query from Program Inventory List
- P2-2: 1989 YVCC Self Study, pgs IX, 16-17 “Annualized FTE’s”; SBCTC data for report “Enrollment 956-990”; queries; WRT (WFT) qtr rpt and WBLTA 9900
- P2-3: Program systematic plans and self-studies; list of workshop dates
- P2-4: Enrollment Increase Completers 9899 & 9900
- P2-5: Percent of Pro/Tech Students with Pro/Tech Advisory 99/2000—75-page document
- P2-6: PACE Personnel Participation on YVCC Committees and in the Community.doc; Non-dup list by activity
- P2-7: SBCTC program approval quarterly reports; YVCC Curriculum Committee News; Course Outline Database
- P2-8: Quarterly schedules and YVCC catalog
- P2-9: Documentation is in “Divisional Assessment” above
- P2-10: All Tech Prep Students 1999-2000.
- P2-11: Notes from program self-studies and Individual Program Self Studies
- P2-12: Individual Program Self Studies and notes and Participation on YVCC Committees and in the Community.doc
- P2-13: Queries from course outline database:
 Missing outlines—not written to abilities format
 Minor changes—not new just revised
 All PACE courses
 Curriculum Committee Activities—new and approved courses
 Courses deleted through 2/1/01
- P2-14: Grandview offerings and database query 9900 and SFW 0001; Memo re 1/27/01 meeting w/Grandview staff; Policy from January 00
- P2-15: Query of Coop Offerings 956-A01
- P2-16: Report, Business Development Center Fiscal Outlook; 1991 Self-Study, Pgs V 32-33; 1/20/99 budget reports, 1991 Self-study pgs v32-33; Flagger training rosters
- P2-17: Assessment of Educational Outcomes Survey; Nursing Department documents
- P2-18: RT: “American Registry of Radiologic Technologists Summary Report, 1990-1999.”
DH: “Dental Hygiene Licensing Exam Results 1996-2000; National Board Exam Results 1999-2000”

Results 1999-2000”

Nursing: NCLEX Pass rate report

Vet Tech: “Professional Exam Services report.”

P2-19: See Overview Section Above for: Annualized State FTE by PACE Dept 956-990 Enrollment FILENAME: Enrollment Increase Enrollment 9596 to 9900 (Appendix P2-8 above); Program self-studies

P2-20: Memo dated October 02, 1999 to Program Review Committee, Curriculum Committee, and OTA Department; OTA Program enrollment and attrition 1987-99.

P2-21: “Special Populations Comparing Fall Quarters 989-990.

Nursing: PRN Graduate Rates by Gender and Ethnicity; Service Areas by County, Ethnic Population; Nursing Department Minutes

P2-22: Information from program self studies

ECE: Job Placement Survey

Dental Hygiene: Survey

AHMA: Graduate Survey

VET Tech: Graduate Survey

Rad. Tech: Graduate Survey

Nursing: Minutes of October 16, 2000

P2-23: Memo 8/27/99 re release time requests

P2-24: Summary sheet, queries from faculty IU database; memos requesting release time; PT FT Breakdown of IUs 99-00 (query)

P2-25: Reports

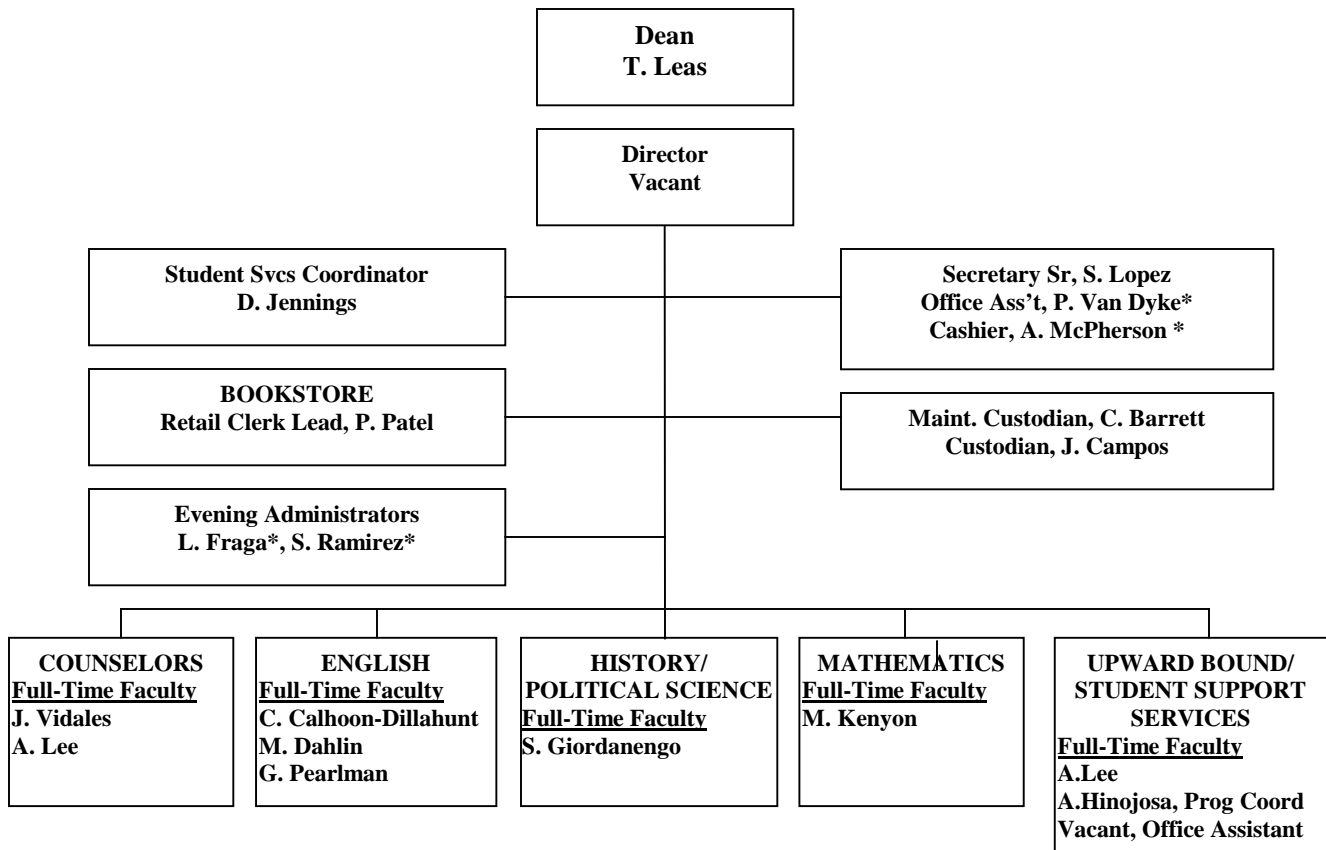
- 1999-2001 Biennium Repair Project Status Funded Projects
- 2001-2003 Biennium Minor Project Status Pending Funding
- Bid Proposal Summary Sheet for Phase I
- SBCTC Community College 2001-03 Capital Budget Request—newsletter
- Program self-studies

GRANDVIEW CAMPUS

OVERVIEW AND HISTORY

The Grandview Campus, then known as the “Lower Valley Educational Center,” opened in 1990 with the goal of improving the quality of life in the lower Yakima Valley by providing residents with local access to the college’s programs. The campus exceeded expectations for growth from the start. Projections for enrollments at the outreach campus were 100 FTEs by the end of the third year of operation. When the campus opened in the fall of 1990, it registered 297 students and generated 108 FTEs. Since then, the campus has grown only as much as its physical space and the college’s resources allowed. For example, from 1990 to 1997, enrollments increased 397 percent. This growth, remarkable for a rural region, would not have been possible without help from the local community. In 1994, the city of Grandview obtained a \$500,000 Community Development Block Grant and partnered with the college to build a 7,000-square-foot annex to serve students in the ABE/ESL programs. In 2001, the city of Grandview again obtained a Community Development Block Grant, this time for \$750,000, and the college obtained \$500,000 in supplemental funding from the Legislature to build another 7,900-square-foot wing. In little more than a decade, then, the college has more than doubled the size of the outreach campus.

GRANDVIEW CAMPUS



MISSION AND GOALS

Mission: The purpose of Yakima Valley Community College's Grandview Campus is to improve the quality of life in the lower Yakima Valley by providing educational programs and services and building community partnerships.

GUIDING PRINCIPLES

The Grandview Campus's mission stems from a commitment to the development of the individual and is guided by the underlying belief that learning is a lifelong process, which must consider an individual's life experiences, motivation, and readiness to learn. Through this process, people can become more independent and sound in their thinking, make better decisions, grow in self-esteem, and gain greater control over their lives.

Education is a responsibility shared by the individual, the college, and the community. Education should stimulate creative and productive participation, instill the ability to think critically and communicate effectively, foster change in attitudes and behavior, encourage exploration and a desire to seek further knowledge, and foster a commitment to improving the quality of life in the community.

We define our community as a region served and a climate created. The Grandview Campus's role within the community is to establish and build partnerships based upon shared values and common goals. Through these partnerships, the Grandview Campus becomes a source of educational, economic, civic, and cultural opportunities.

The content of programs and types of services, the methods through which we deliver them, the way the members of the college team work with one another, and the relationship between the college and the community reflect these guiding principles.

How The Grandview Campus Accomplishes Its Mission

As part of Yakima Valley Community College, the Grandview Campus accomplishes its mission by offering programs that prepare students for employment, that prepare students for transfer to four-year colleges, and that give the region a variety of academic, vocational, and cultural opportunities. The college does this by offering adult basic education programs, associate degrees, certificates, developmental courses, and continuing education courses. To complement its educational programs, the Grandview Campus also provides support services such as orientation, academic placement testing, advising, financial assistance, tutoring, counseling, and career planning, all of which increase the likelihood of student success.

Goal: Advising and counseling services will be readily available to students	Met	Not Met	Partially Met
			X
Activities and Data Collected:			
<ul style="list-style-type: none"> • Advisor schedules continue to be posted publicly during the advising period. • Each quarter’s advising appointment sign-up sheets are kept and used to track the number of appointments made, appointments kept, and no-shows. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • A second full-time counselor (Alphonso Lee) has been added to the Grandview Campus staff, enabling us to provide more services, and a greater variety of services, to students. 			
Analysis and Appraisal:			
Because students are no longer required to see an advisor on a quarterly basis, it is not useful to compare the number of students served to the recent past, when this was a requirement.			
	Modify	Omit	Retain
			X
<p>Comments: We can continue to track advising appointments on a quarterly basis and make some comparisons. Where appropriate, we may be able to identify students whom we can encourage to visit their advisors.</p>			

Goal: The Grandview Campus will have adequate staffing to meet the needs of its students.	Met	Not Met	Partially Met
			X
Activities and Data Collected:			
<ul style="list-style-type: none"> • Particular staffing needs were identified in counseling and the front desk area. • Staffing remains thin, especially when one or more individuals are out sick, on vacation, or temporarily out of the office. • Difficulties have arisen regarding bookstore staffing between the Yakima and Grandview Campuses. 			
Outcomes/Results of Activities:			
<ul style="list-style-type: none"> • Alphonso Lee and Peggy Van Dyke have joined the Grandview Campus staff, improving our ability to meet our students’ needs. • Meetings have been held to address and clarify the roles of bookstore staff. We have established a procedure for the bookstore cashiering function that clarifies the steps for processing sales at the Grandview Campus. We have also identified the half-time Office Assistant III to receive training and serve as the backup to the part-time Cashier I. 			

Analysis and Appraisal: Individuals continue to perform a variety of tasks and to cover for areas where staffing is thin or non-existent. For example, assorted people handle bookstore duties when our bookstore staff must be on the Yakima Campus.			
Recommendations for next year:	Modify	Omit	Retain
			X
Comments: We must continue to look for new ways to find adequate staffing levels to meet our students' needs.			

Goal: The Lower Valley communities will view the Grandview Campus as a resource.	Met	Not Met	Partially Met
	X		
Activities and Data Collected: <ul style="list-style-type: none"> YVCC and the City of Grandview collaborated on a Community Development Block Grant and supplemental funding from the Legislature to obtain \$1.25 million for construction of a new wing at the Grandview Campus. 			
Outcomes/Results of Activities: <ul style="list-style-type: none"> The grant application was successful; construction of the new wing is under way and is scheduled for completion in the fall of 2001. 			
Analysis and Appraisal: The college has been remarkably successful in working with the community.			
Recommendations for next year:	Modify	Omit	Retain
			X
Comments: We should continue to promote the college as a resource for the community.			

FACULTY AND STAFF

The Arts and Sciences faculty on the Grandview Campus includes full-time instructors in English (three instructors), mathematics (one) and history and political science (one instructor who teaches in both disciplines) and approximately twenty-two part-time instructors. One full-time instructor is tenured, one is tenure-track, and the other three hold special faculty assignments. Instruction is also supplemented by two full-time counselors who also teach Arts and Sciences classes, interactive television and other distance learning modes, and occasional full-time instructors from the Yakima Campus who travel to Grandview to teach as part of their regular course loads.

Full-time faculty members on the Grandview Campus participate in departmental activities with their Yakima colleagues and serve on Arts and Sciences division committees, including tenure review committees, DARC-II (Distribution and Abilities Reconciliation Committee), and the

Arts and Sciences Assessment Committee. Other than one counselor, who is in the Division of Student Services, no provision exists for Grandview faculty to be represented on the Curriculum Committee. A high priority at both campuses is to identify better ways for part-time faculty teaching Arts and Sciences classes to be more fully integrated into departments, with an emphasis on abilities, discipline outcomes and assessment. This will be especially important as the capstone proposal is implemented in Grandview. English instructors on the two campuses currently conduct holistic assessment of each others' student portfolios quarterly; this experience may be a useful model in addressing inter-campus capstone issues.

Grandview faculty members collaborate each quarter to craft a schedule that will best suit the needs of the campus's students. Attempts are made to avoid scheduling classes that often need to be taken concurrently in overlapping times, for example. The evening schedule is structured to enable an evening student to carry a full-time course load and be done with classes by 9:00 p.m.; the Yakima Campus recently adopted this scheduling model and will implement a variation Fall 2001.

Grandview's faculty members face challenges participating in activities in Yakima because of the distance involved and the resulting time required to attend. In departments with a full-time presence in Grandview, this can be overcome with effective communication. Communication with part-time faculty in Grandview has, at times, been more challenging because they are on campus for only short periods of time. Many come to campus only in the evening or on the weekend.

There are no staff members in Grandview dedicated exclusively to Arts and Sciences or PACE or who come under A&S and PACE organizationally. Staff members who assist and support all faculty members at the Grandview Campus include a Secretary Senior, who helps with quarterly classroom assignments, the class schedule, and some clerical support; a half-time office assistant, who gives some clerical support; a part-time cashier, who also gives some clerical support; a full-time retail clerk lead, who helps with book orders and desk copies. A full-time student services coordinator offers general support, helps fund tutors, and administers the student-discipline program. In the Basic Skills operation, a full-time office assistant provides clerical support and data entry, tracking and reporting. One full-time instructional teaching aide and three part-time aides provide clerical and instructional help in the classrooms to the ABE and ESL instructors. A full-time maintenance-custodian and a part-time custodian ensure that all classrooms are clean and operational.

CURRICULUM, TEACHING, AND LEARNING

The curriculum offered on the Grandview Campus is the same as that provided on the Yakima Campus; full- and part-time instructors must meet the stipulated requirements to qualify to teach at either campus, and a section of a course taught on one campus is comparable to one taught on the other. Courses require the same prerequisites and satisfy the same requirements; students can switch back and forth between the two campuses without any difficulty—no paperwork is necessary. Course offerings, however, are limited in Grandview due to the small size of the campus, both in students and faculty. Among the Arts and Sciences departments, only English, Mathematics, and History and Political Science have full-time faculty members in Grandview. (A single full-time faculty member teaches History and Political Science.) All of the others—

Art, Drama, Foreign Language, Music, Philosophy, Humanities, Reading, Speech, Chemistry, Physics, Geology, Astronomy, Biology, Anthropology, Chicano/a Studies, Ethnic Studies, Psychology, and Sociology—must rely on part-time instructors or be taught online, by interactive television, or not at all. In isolated cases, a full-time instructor on the Yakima Campus has traveled to Grandview to teach a class as part of his or her full-time load. While this arrangement expands opportunities for Grandview students, the Grandview Campus must shoulder the burden of that instructor's travel expenses. The Professional and Career Education Division (PACE) offers some business administration and information technology courses at the Grandview Campus through part-time instructors. Other courses are taught by full-time instructors on the Yakima campus and delivered through interactive video and other distance learning media. The Division of Basic Skills has two full-time, tenured instructors assigned to the Grandview Campus. One teaches adult basic education (ABE) classes and the other teaches English-as-a-Second-Language (ESL) classes. Part-time instructors teach evening and other day sections of ABE and ESL classes.

Students can complete all requirements for an associate degree on the Grandview Campus, though they will not have the wide range of course offerings available on the Yakima campus. Students taking professional and technical programs offered by the PACE division generally can complete the prerequisites at the Grandview Campus but must transfer to Yakima to complete the program. This is especially true of specialized programs in the allied health field. Students enrolled in basic skills classes can complete their programs of study at the Grandview Campus. Those who seek the GED diploma can also take the GED examination at the Grandview Campus. At least 22 part-time instructors, along with five full-time instructors and various modes of distance learning, have offered courses in more than 20 Arts and Sciences disciplines on the Grandview Campus in the last two years. Up to five part-time instructors in the PACE division have offered courses in business administration (e.g., Accounting, Business Law, Business Math, and Business Statistics) and information technology (e.g., Introduction to Computers and Internet Essentials) in the last two years. Two full-time instructors in the PACE Division taught agriculture and engineering (CAD I, II, and III) courses via distance learning modalities. Part-time instructors of ABE and ESL offered the full range of courses needed according to the levels of the students they served.

RESOURCES

The Grandview Campus has the advantage of a new facility. The original structure was built in 1990, and the Tullar Annex, which increased the size of the facility by approximately 50%, was completed in 1994. Thus, equipment, furniture, and related items are about ten years old. Faculty offices, although small, are satisfactorily furnished and have sufficient storage.

The current Grandview Campus facility has three computer labs with a total of 71 computers for instructional and drop-in use. The Learning Resource Center has ten computers for drop-in use; all computers offer access to web-based library resources. Campus computer resources meet the needs of students and faculty who wish to use these resources. Construction on a 7,900-square-foot second wing is under way; upon completion, the wing will include a 30-station computer lab that will serve the growing student population at the campus.

The original facility on the Grandview Campus included one science laboratory, which has served classes in a combination of life and physical sciences. Two disparate groups of disciplines sharing a single space create many challenges. The lack of a full-time instructor in any of the sciences, with the exception of one year, exacerbates some of the challenges of storage, cleaning, and usage. The new wing, scheduled to open Winter 2002, includes a second science laboratory and additional storage space for the use of life sciences only. The existing science laboratory will serve only physical sciences. By separating the two groups, we expect fewer challenges and more efficient use of these spaces.

The campus has two ITV classrooms, one serves up to 28 students; the other serves up to 12 students. The new wing will add an ITV classroom that will serve up to 30 students. The two larger classrooms can deliver instruction to remote sites as well as receive instruction from remote sites. The smaller ITV classroom is a receive-only site but doubles as a teleconference room.

Community Outreach

The college and the city of Grandview have twice engaged in partnerships to expand the Grandview Campus. The Board of Trustees typically holds at least one meeting each year in Grandview; it is often held at city hall or the Grandview Senior Center, which is adjacent to the campus.

The dean for the Grandview Campus serves on the city of Grandview's Ethics Board, is a member of the Rotary Club of Grandview and the Grandview Chamber of Commerce. The dean also participates in lower valley activities conducted by organizations outside of Grandview, including the Northwest Area Foundation's task force to address poverty issues, the Lower Yakima County Rural Enterprise Community, and the Lower Yakima Valley Technology task force.

Several faculty members are active and visible in the community. The part-time drama instructor, for example, participates in many local theatrical productions, and the political science instructor provided expert commentary for a television station's election-night coverage. Prism, the student literary journal that is a collaborative project of English instructors at both campuses, has received positive coverage in the local media.

STANDARD THREE—STUDENTS

OVERVIEW

The most significant challenges for Student Services over the 10 years since YVCC last conducted a full-scale self-study are momentous changes in the demographics of students, the effect of technology on daily operations, and the implementation of assessment processes. To address these challenges, Student Services has changed much about its programs and how/when they are delivered.

Since the characteristics of students drives the college's efforts, it is significant that a majority of YVCC students are now persons of color, they work more and have less time for study, they tend to be younger, and a majority enter college without one or more of the basic academic skills necessary for academic success.

Technology has been a double-edged sword for student services. On one hand, technology has allowed more routine tasks like application for admission and financial aid or registration for classes to be completed with fewer obstacles. On the other hand, technology has been expensive, requires a great deal of ongoing training for the faculty and staff, and involves reviewing many policies and procedures to be sure that students continue to access necessary services.

Each unit within Student Services has participated in goal-setting exercises on a yearly basis. These goals (three to five per unit) are recorded on a matrix that includes data collected, the person responsible, results, and action taken. All unit goals are related to the goals of the Student Services Division, which in turn are connected to the goals of Yakima Valley Community College (see unit goals and summaries in the Resource Room).

The Student Services mission statement reflects a commitment to the educational development of YVCC students outside as well as inside the classroom:

***Mission:** To establish a learning environment that welcomes, respects, and values students while assisting them to identify, structure, and achieve their individual and educational goals.*

- Goal 1** Expand learning experiences in student services by increasing opportunities for students to be served through technology.
- Goal 2** Recognize and maintain connections to the community.
- Goal 3** Redesign Student Services, both physically and philosophically, from the perspective of our students (single-point-of-contact information).

The division goals reflect changes that technology has brought as well as the challenge of assisting evening, weekend, and Grandview campus students.

In keeping with the division's mission and goals, Student Services has provided institutional leadership in promoting and motivating the change from a teacher-centered institution to a learner-centered institution with student success as the ultimate goal. The following quote by John Tagg of Palomar College (CA) captures the guiding philosophy of student services at YVCC, "The best teachers teach beyond the classroom. The best teachers and the best colleges discard all the rules, except for the rule that student learning comes first."

The Student Services staff has been successful in this endeavor by developing and implementing such activities as the College Seminar (originally Freshman Experience Seminar), training sessions for faculty members outlining the characteristics of the students YVCC serves and the services available to assist them in learning and personal/academic success, advising and orientation workshops for the faculty, and student events. In addition, Student Services was instrumental in writing and implementing a Title III grant that established math and writing centers, increased tutoring opportunities, and connected these services to classroom instructors.

The division has a comprehensive set of policies and procedures that reflect the institution's mission and are derived from broad participation by students, district employees, and the general public. Each unit holds regular weekly meetings, and the heads of each unit form the Student Services Council, which meets twice each month. These meetings serve as a focal point for constant review and proposed revisions to policies and procedures (see exhibits showing goals and strategies of each unit).

Recent financial challenges have made it difficult to increase financial resources and have therefore required creativity in the organization of Student Services and the deployment of technology and personnel. Despite this challenge, YVCC has made a number of important improvements:

- Provided more support for student government and student programs by upgrading the positions of student life coordinator to full-time and office assistant for student life to program assistant.
- Completed a partially student-financed remodel of the student union building to provide a bigger, brighter, more attractive place for students to meet, work in groups, and present programs. In addition, new office space was provided in the student union for Admissions/Advising, Veteran's Affairs, and the dean of enrollment and student services.
- Improved student financial aid services by increasing the number of individuals working in Financial Aid from 4 to 5.25 FTEs. Two positions were also upgraded: an office assistant III position (12 month) to a program assistant (11 month) and an office assistant III (69-hour/month) to a full-time program assistant.
- Dedicated specialized assistance to a burgeoning minority student population by placing a full-time counselor in charge of minority recruitment and retention.
- Moved toward increased accountability and assessment through a Title III grant from 1993 to 1998.

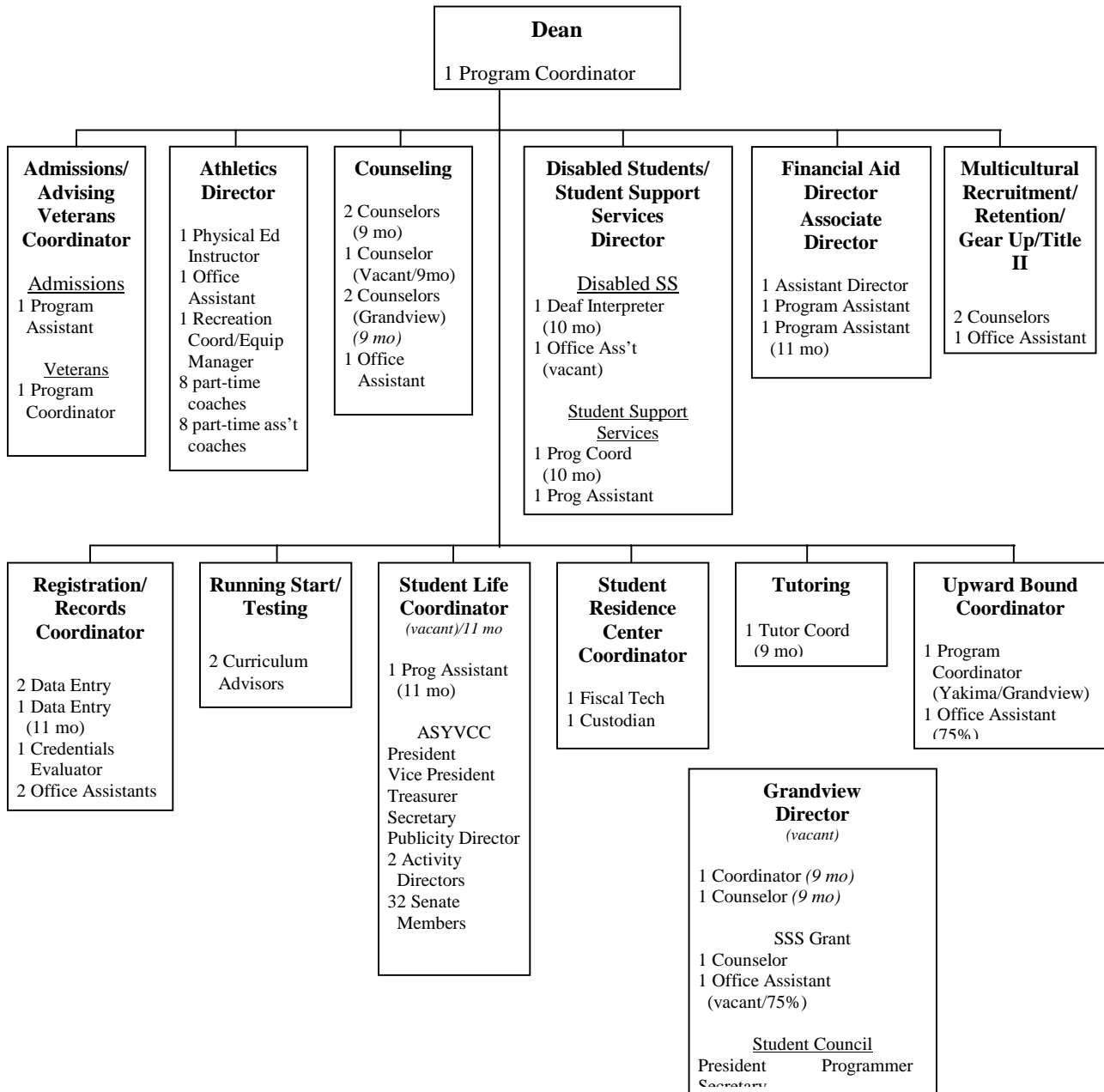
- Implemented technology to make admission, financial aid, advising, and registration a much more student-friendly experience.

Student services are located in many areas of the college, often creating challenges for students in identifying and locating services. With the opening of the new Yakima Valley Higher Education Center in January 2003, Student Services will be centralized with only Student Life and Athletics offices housed separately.

DIVISION ORGANIZATION AND PERSONNEL

The dean for student services reports to the vice president for instruction and student services. The dean serves as the registrar, a member of the Curriculum Committee and Administrative Council, and the Intercollege Relations Commission representative. The dean is also responsible for commencement, publishes the quarterly schedule and biennial catalog, and plays a significant role in grant applications and their implementation. In addition to the three directors and five coordinators who report directly to the dean, the dean directly supervises 10 employees in four areas that are not served by an intermediary management level; these areas including Counseling, Recruitment and Retention/Gear-Up/Title II, Running Start/Testing, and the Tutoring Center (see Figure 3.1, Organization Chart).

Figure 3.1 ORGANIZATION CHART



Individuals employed in the Student Services Division are well qualified and understand their roles in the division and the college. Student Services staff profiles are listed in Table 3.1. Professional staff resumes are located in the Resource Room. Job expectations are outlined for administrative and classified staff in the Human Resource Services Department and for faculty in the YVCFT Agreement. Performance evaluations are filed in Human Resource Services.

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Table 3.1 STUDENT SERVICES STAFF PROFILE		
	Professional <small>(faculty/exempt)</small>	Classified
Gender		
Female	8	22
Male	7	4
Degrees		
Doctorate	2	1
MA, MS, MPA	10	1
BA, BS	1	5
AA, AAS, Certificate, etc.		9*
<i>*Seven of these degrees were earned at YVCC</i>		
Experience in Field - Years		
Less than 5	1	12
5-10	1	4
11-15	4	5
16-20	2	3
More than 20	7	2
Full-time/Part-time Employment Schedule		
FT- 9 months	5	1
FT-10 months	0	3
FT-11 months	0	5
FT-12 months	8	17
PT (4 hr/day)	1	1

Student Services staff members are experienced, educated, and trained in all areas of student services. Among the 15 exempt staff, two have doctorates, nine have master’s degrees, and one has a bachelor’s degree. Of 26 classified staff, one holds a doctorate, five have bachelor’s degrees, and nine hold associate’s degrees or certificates.

Classified staff members are encouraged to enroll in classes to improve their job skills and advance in their employment. Many staff members take advantage of the available tuition waiver to enroll in evening, weekend, or lunch-hour classes, and as shown in Table 3.1, seven of the nine associate’s degrees and certificates held by classified staff were earned at YVCC.

As part of the philosophy that learning takes place outside as well as inside the classroom, Student Services employs students through various programs that fill a variety of staffing needs. The number of students employed varies quarterly.

Most departments regularly hire work-study students to perform routine office tasks. Students who demonstrate special ability are trained further in computer skills or customer service. Additionally, since 1983, 8 to 15 students are selected each winter to serve as student assistants

for the following year. These students enroll in a two-credit class in the spring that prepares them to help orient, advise, and register new students, lead campus tours, and assist with other admissions and educational planning tasks.

The division also works with Central Washington University and other four-year colleges to employ interns in various capacities, particularly in the Admissions and Registrar’s offices, primarily for schedule planning with groups of new students in summer. Student Services also hires, at intervals, recently graduated YVCC students for special projects such as recruiting, campus visitation, orientation, registration, and other short-term work. These students and interns help provide a much needed “high touch” to balance the fairly new “high tech” services. They are also exposed to YVCC’s Student Services philosophy, encouraging many of them to enter student services fields of study.

The diverse nature of community college students demands that the institution provide access through an open door with multiple points of entry (see Figure 3.8, Entry Points to YVCC). Whichever point of entry a student chooses, Student Services is ready to assist.

STUDENT CHARACTERISTICS

The characteristics of the Yakima Valley Community College student population have changed greatly over the past decade. A few examples include a decrease in the average student age (see Figure 3.2), a significant increase in the population of students of color (see Figure 3.3), a larger number of students working longer hours (see Table 3.2), and more students who are not academically prepared for college-level work (see Figure 3.4). In response, many support services have been added such as increased tutoring hours, evening orientation sessions, math and writing centers, a minority recruitment and retention office, and the offering of online support services. Many of these services fall directly under the supervision of Student Services; however, others are intertwined with instruction. There is a high level of communication and cooperation among the various faculty members and administrators in support of these services.

Figure 3.2 – Percentage of Students by Age Group per Year

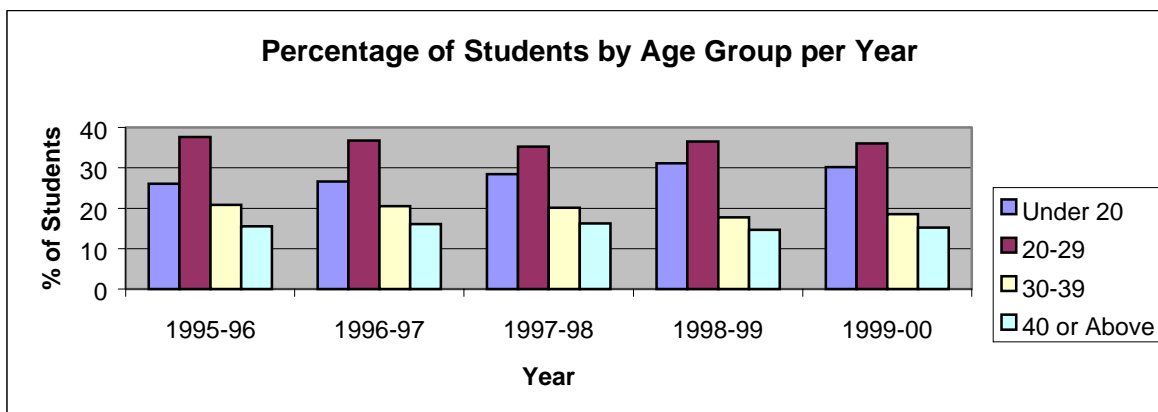
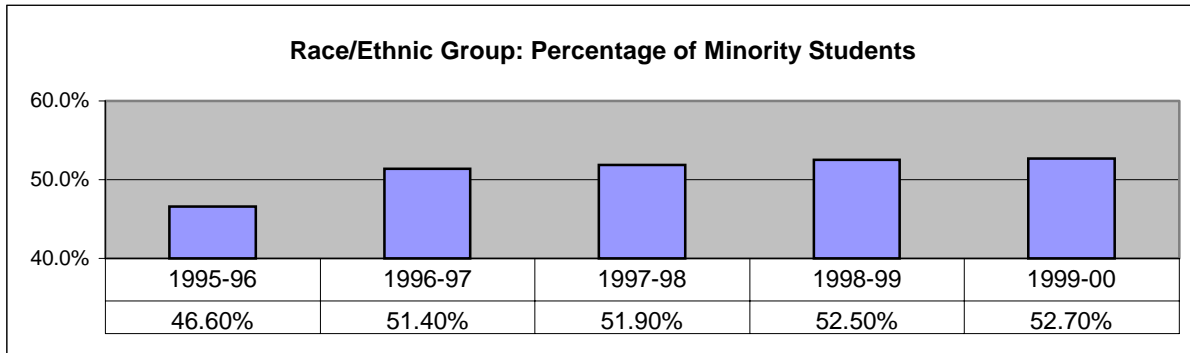


Figure 3.3 RACE/ETHNIC GROUP: PERCENTAGE OF MINORITY STUDENTS



The changes in student population motivated a second successful Title III grant application that was funded from 1993 to 1998. This grant provided funding for:

- Math centers on the Yakima and Grandview campuses.
- Writing centers on the Yakima and Grandview campuses.
- Expanding the Tutoring Center on the Yakima campus.
- Training faculty to teach College Seminar (First-Year Experience).
- Additional enhancements in instruction.

Even though the grant ended in 1998, the college has provided funding to continue these activities.

Another special population arrived with Running Start legislation passed by the state legislature in 1992. This special program required a great deal of coordination with local high schools. In the initial stages of the program, a curriculum adviser administered the Running Start Program and oversaw all ASSET and GED testing. As the number of Running Start students continued to grow, an additional curriculum adviser for Running Start was hired. The demand for GED testing has doubled this past year, and ASSET testing numbers continue to increase. Increases in the number of Running Start students (see Figure 3.7) and in the number of students taking the ASSET and GED tests will require adequacy of staffing to be reevaluated in these two areas.

Table 3.2 CHANGE IN NUMBER OF HOURS THAT STUDENTS ARE WORKING

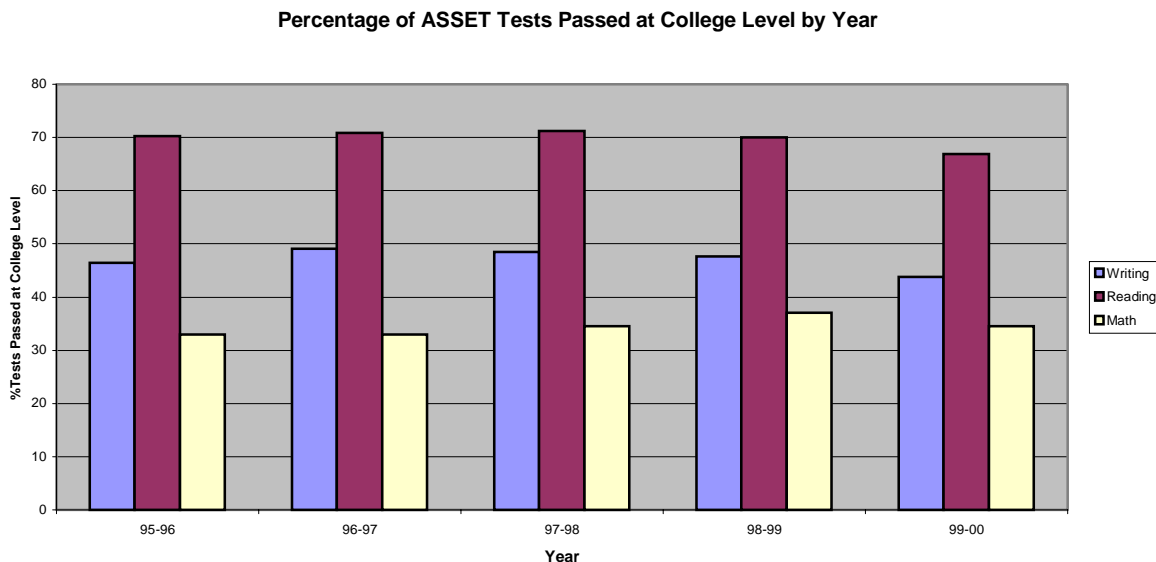
CCSEQ Data Element	1996	1999
Percentage of students not working while college is in session	31.5%	25.7%
Percentage of students working 21 hours or more per week	36.9%	43.5%
Percentage of students who believe their jobs take “some time” or “a lot of time” away from school work	51.1%	57.3%

The differences between 1996 and 1999 clearly indicate that more YVCC students hold jobs while attending college, they are working more hours per week, and the amount of time employment takes from schoolwork has increased. In response to these challenges, the math and writing centers, the computer labs, and the Tutoring Center have increased their hours of operation. Student Services also offers evening orientation and advising to students who work during the day.

Another factor that results from students working more hours has been a decrease in the number of credits carried, which has an adverse effect on the total number of full-time equivalent (FTE) students attending and therefore an adverse effect on funding. This is particularly crucial in Student Services where the headcount, rather than the FTE count, determines the workload. Although the number of FTEs has not increased, the headcount of students has increased 9 percent over the last five years. Since Student Services deals with students, not FTEs, the workload has increased while staff levels have not.

In the past eight years, all units in Student Services have devoted time and effort to see mandatory placement adopted in English and mathematics. The Indicators for Success developed by the Washington State Board for Community and Technical Colleges (SBCTC) in

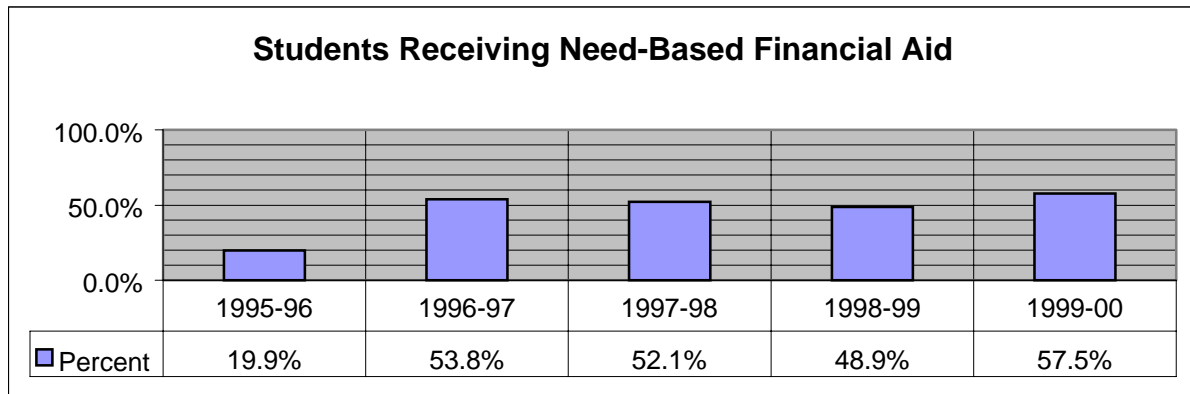
Figure 3.4 PERCENTAGE OF ASSET TESTS PASSED AT COLLEGE LEVEL BY YEAR



1995 show that mandatory placement has increased the success of students. Scores on the ASSET indicate that a large part of YVCC’s student body continues to need developmental classes upon entry (see Figure 3.4). ASSET, which is administered to every new, full-time student and any part-time student enrolling in English or mathematics, gives an objective measure of entering students’ academic abilities. This data is used to place students in appropriate courses, determine how many sections of developmental classes are needed, and conduct research.

Another important change that has precipitated action is the high rate of students who qualify for need-based financial aid (see Figure 3.5). In response to this rapid escalation in needy students, YVCC added staff members to the Financial Aid Office to speed the deliverance of aid notices and create an acceptable workload for the staff. In addition, under the leadership of a new director in 2000–2001, many processes have employed technology to be faster and more efficient.

Figure 3.5 STUDENTS RECEIVING NEED-BASED FINANCIAL AID



OUTREACH AND RETENTION

Outreach

Frequently Student Services contacts potential students long before they become applicants for admission. In line with its philosophy and mission, Student Services plays a role in creating an awareness of educational opportunities in the community through such programs as Gear-Up (a program that targets middle and high school students), high school recruiting, the Running Start Program, and the Comprehensive K-14 Student Services Plan (see Exhibit 3.20).

Retention

The Student Services Division touches the lives of students from the first time they hear about YVCC until they graduate or leave because they have accomplished their goals. It is through Student Services and the functions staff members perform that the college is able to put its philosophy into practice. Recruitment and Admissions create awareness of trends in the types of students preparing to attend; Registration and Records document the new information and skills students have gained as they successfully completed courses listed on their transcripts; Counseling helps students reach their goals in countless ways and assists faculty members in becoming student-success oriented through the college seminar training; Financial Aid makes the word “accessible” a reality; student programs enrich the community and the college and provide leadership experience for students; Disabled Student Services and Student Support Services reach out especially to accommodate students with special needs. Such support services are an important enrollment management strategy. Not only must the college market itself to attract students, but also it must give them the support services to ensure their ultimate success.

LEARNING SUPPORT SERVICES

The following brief descriptions are learning support services the college has established to meet the changing needs of YVCC’s student population. (For an expanded description of these areas, see the Standard Three exhibits.)

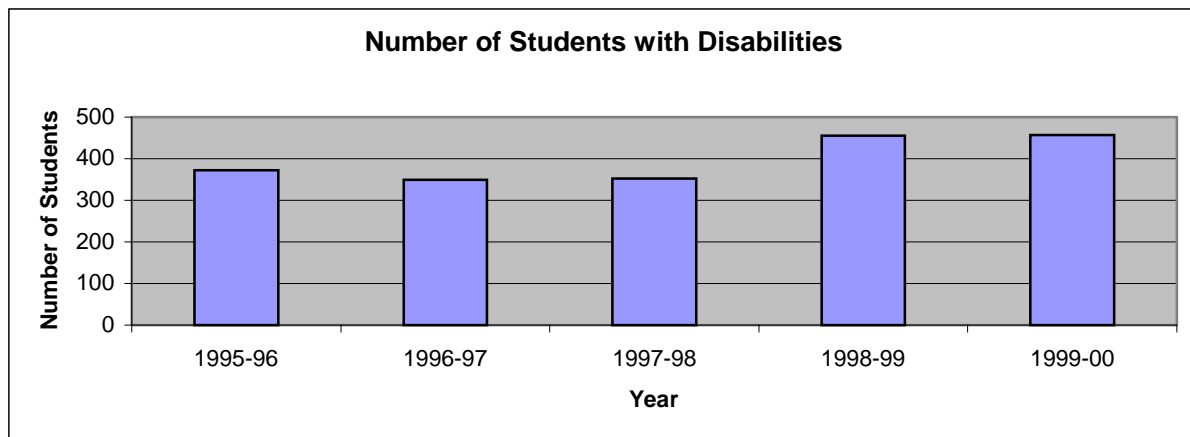
College Seminar

College Seminar is a three-credit class designed to provide learning and social advantages for first-year students at YVCC. Instructors participate in special training workshops before they teach these classes. Frequently linked to other courses, college reading, writing, and critical thinking are the major points of emphasis. In addition, a component of career planning is included. Instructors teaching the seminar are assigned as the academic advisers for those students. Students report that these instructors provide some of the best advising on campus. The students evaluate this course each quarter it is taught. Follow-up studies of students who have taken College Seminar show a higher retention rate and a better grade point average than students who do not participate in the course (see Exhibit 3.18).

Disabled Student Services

The population of students with disabilities has grown exponentially in the past 10 years to over 350 students (see Figure 3.6). The DSS program provides equal access to learning and reasonable accommodations for students with disabilities that may lead to their independence. In addition, the office serves as a source of disabled student information for college employees and students with disabilities. Disabled Student Services assists with planning and providing barrier-free access to student education. Students with disabilities attending YVCC are integrated as completely as possible into the college community at all locations. Collaboration with the faculty to assure reasonable accommodation in the classroom is a high priority.

Figure 3.6 NUMBER OF STUDENTS WITH DISABILITIES BY YEAR



The Mathematics Center

The Mathematics Center offers individualized instructional support for students at all math skill levels on the Grandview and Yakima campuses. In addition to one-to-one tutoring or small-group instruction from math instructors, the center also offers a wide variety of instructional

materials, including software, CD tutorials, videos, solutions manuals, and reference books. The Math Center is staffed by math instructors on a rotating basis (one per shift), who promote students' successful completion of current math classes and help students build a foundation of math skills that will be an aid in future academic work. The Math Center hours are 7:30 a.m.–4 p.m., Monday–Thursday, and 7:30 a.m.–1:30 p.m., Friday. The Math Center serves more than 1,100 students per year with more than 7,000 visits.

Minority Recruitment And Retention

The Office of Minority Recruitment and Retention was created in response to YVCC's growing population of minority students. Recruitment visits are made to high schools, and opportunities for testing and campus tours for high school students are made throughout the year. Emphasis has been placed on relations with high school counselors in response to the K-14 initiatives to create seamless education. In addition, this office has responsibility for administering the Gear-Up and Title II grants. Two counselors and an office assistant serve on advisory groups, attend and sponsor community multicultural events, support ethnic campus clubs, and maintain data on minority student retention.

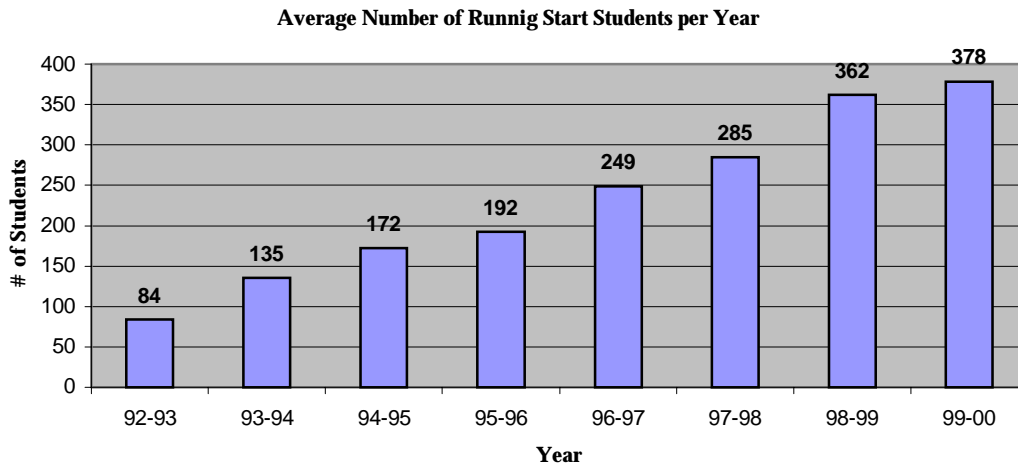
Running Start

The mission of the legislatively mandated Running Start Program is to form a partnership between Washington higher education institutions and Washington public high schools, offering access to community college classes for those who qualify. The goals of YVCC's Running Start Program are to:

- Allow eligible public high school students to enroll simultaneously in high school and college classes or solely in college classes.
- Encourage academic preparation and higher learning within high school age populations.
- Continue informing high school students of the opportunities available through the Running Start Program.

The Running Start Program has enjoyed great popularity with students and parents, evidenced by the growth of the program (see Figure 3.7).

Figure 3.7 AVERAGE NUMBER OF RUNNING START STUDENTS PER YEAR



Student Support Services (TRIO Grant)

The SSS Program promotes student success for low-income, first-generation college students and/or students with disabilities. Special provisions are made to ensure that participants are given support for tutoring, special counseling and advising, book loans, and reasonable accommodations for disabilities. The department works closely with other college support services and tracks student progress at the middle and end of the term. Student Support Services is funded by a federal grant (\$227,751 for 2001) that has met grant goals and been reauthorized for 17 consecutive years (see Table 3.3).

Table 3.3 STUDENT SUPPORT SERVICES PARTICIPATION

Year	1996–1997	1997–1998	1998–1999	*1999–2000
Number of Participants Served	190	253	399	491
Percent of Participants Retained	83	89	79	80
Average GPA	2.76	2.57	2.70	2.78
Number of Graduates	38	28	88	103
Number of students transferring to 4-year institutions	25	19	49	52

**1999–2000 data are incomplete and reflect reporting only through June 30, 2000*

Supplemental Instruction

By bridging the gap between the student and the teacher, Supplemental Instruction (SI) offers additional, guided time-on-task for learners and enhances learning and student success in courses. The Tutoring Center employs qualified, trained student leaders who provide supplemental instruction sessions to interested students. Instructors choose SI leaders from interested students who have already successfully completed a class. SI provides an arena for exploration and understanding that is less formal, more flexible, and often less intimidating than the classroom. It is an enhancement, not remediation. The number of students served has varied depending on funding. Since 1997, SI has served three or four classes per quarter, with a maximum of 136 students served per quarter. Data suggest that SI is a worthwhile program to enhance student success (see Exhibit 3.19, Supplemental Instruction).

Tutoring Center

The Tutoring Center is a cooperative endeavor between the Student Support Services grant and the college's Student Services Program that offers one-to-one peer tutoring to students who request help. A coordinator supervises the center, and Student Support Services assigns a program coordinator to work with the tutoring center coordinator. The coordinators train and monitor tutors and work closely with all instructors teaching subjects for which tutors have been requested—a key to the success of the program. Approximately 600 students take advantage of this service each year.

Upward Bound (Trio Grant)

The Upward Bound project assists high school students from disadvantaged backgrounds to develop the skills and motivation to succeed in postsecondary education. The project includes a 36-week academic year component (held in high schools after regular classes are over and on

weekends) and a 7-week summer residential program. These components include academic instruction, personal and academic counseling, college orientation, recreational and cultural enrichment, career counseling, and tutoring. In addition, a senior bridge component helps students make the transition from high school to college. The grant serves 60 students during the academic year and the summer residential program. Upward Bound is funded by a federal grant of over \$345,000 for 2001.

Veteran’s Affairs

The Veteran’s Affairs Office helps veterans, service members, and their dependents and survivors obtain educational benefits through the Veterans Administration. An advocate for all veterans, Veteran’s Affairs assists in obtaining for those students any benefit for which they are entitled. To ensure that veterans and/or their dependents are successful in attaining their educational goals, outside agencies are contacted when necessary. The Veteran’s Affairs Office provides advising to all eligible students, as well as understanding and encouragement to those who are experiencing barriers to their success. The office works in conjunction with all campus offices and instructors to provide support and extend access to higher education for all eligible students. A full-time program coordinator serves approximately 200 veterans each year.

Women’s Programs

The Women’s Programs mission is to provide a learning community that empowers and educates individuals, supports them in their educational choices, promotes diversity, and increases the awareness of diversity issues within the YVCC community and the community in general. The number of returning women served by this program has been as high as 30 per quarter. A reorganization is in process in which Women’s Programs will join Worker Retraining and WorkFirst in the context of the Career Connection Center. Students from all these programs mostly enroll in the same classes, with certain specific classes earmarked for Displaced Homemakers/Women’s Programs. A vocational director, a liaison for special programs, and a half-time career specialist assist students who qualify for the various program class offerings and services. The program also serves men.

The Writing Center

The Writing Center provides one-to-one writing support for student writers at all skill levels for classes across the curriculum on the Yakima and Grandview campuses. The goal is not merely to improve the students’ short-term writing skills for a particular class or essay, but to help students develop productive writing habits and good attitudes toward writing that will help them throughout their education. To achieve these goals, the Writing Center has a friendly, relaxed atmosphere that is conducive to collaborative work—between student and consultant, and often between the students themselves—that mirrors the work done in the classroom and the workplace.

Grandview Campus and Education Centers

YVCC’s Student Services Division responds to the needs of YVCC’s diverse student body by supporting learning whenever and wherever it occurs in the 8,500-square-mile service district. In addition to the Grandview and Yakima campuses, the district serves students at sites in

Ellensburg, Goldendale, Sunnyside, Toppenish, and Wapato and sites within the city of Yakima. (See Distance Learning under Standard Five for details.)

Although the Grandview student body is much smaller than the Yakima campus student body, almost all student services are duplicated in some manner. The dean for the Grandview campus has general responsibility for student services at that location; however, every effort is made to coordinate services with personnel on the Yakima campus. The student services coordinator for Grandview serves as a resource for students regarding admissions, advising, discipline, financial aid, registration, and student government. Because of the special needs of the Grandview population, two full-time counselors are assigned to that campus. The Title III grant allowed Student Services to set up a Math Center and a Writing Center in Grandview. The student support services counselor makes tutoring available for students who qualify under the federal SSS grant. The Title V application included Grandview's needs. The Upward Bound Program operates an office from the Grandview campus as well. The Running Start Program operates on both the Yakima and Grandview campuses.

Evaluation

A variety of resources are used to obtain data regarding YVCC students and their changing needs. Examples include reports gathered through the Student Management System (SMS) at the state level; the Community College Student Experience Questionnaire (CCSEQ); the graduation survey, an in-house survey conducted for the past two years; and focus groups.

Using the information/data gained through these various instruments, Student Services has taken actions to improve the quality of its services by:

- Increasing the number of employees in the Financial Aid Department.
- Hiring a full-time office assistant for the director of disabled students.
- Hiring a full-time deaf-interpreter for Disabled Student Services.
- Promoting the development of ethnic clubs and a special ethnic programs fund.
- Establishing a Veteran's Affairs Office with a coordinator in charge.
- Acquiring and supporting Trio grants for high-risk students.

ADMISSIONS

Yakima Valley Community College adheres to the open admissions policy set forth by the state guidelines for community and technical colleges. Admission is offered to all adults who have the ability to benefit from college coursework, regardless of academic background. The main goal for the Admissions Office is to provide access to education for all. This goal supports the policy of the college, which states, "We believe that a sound, accessible, and student-centered education empowers individuals and enriches a community."

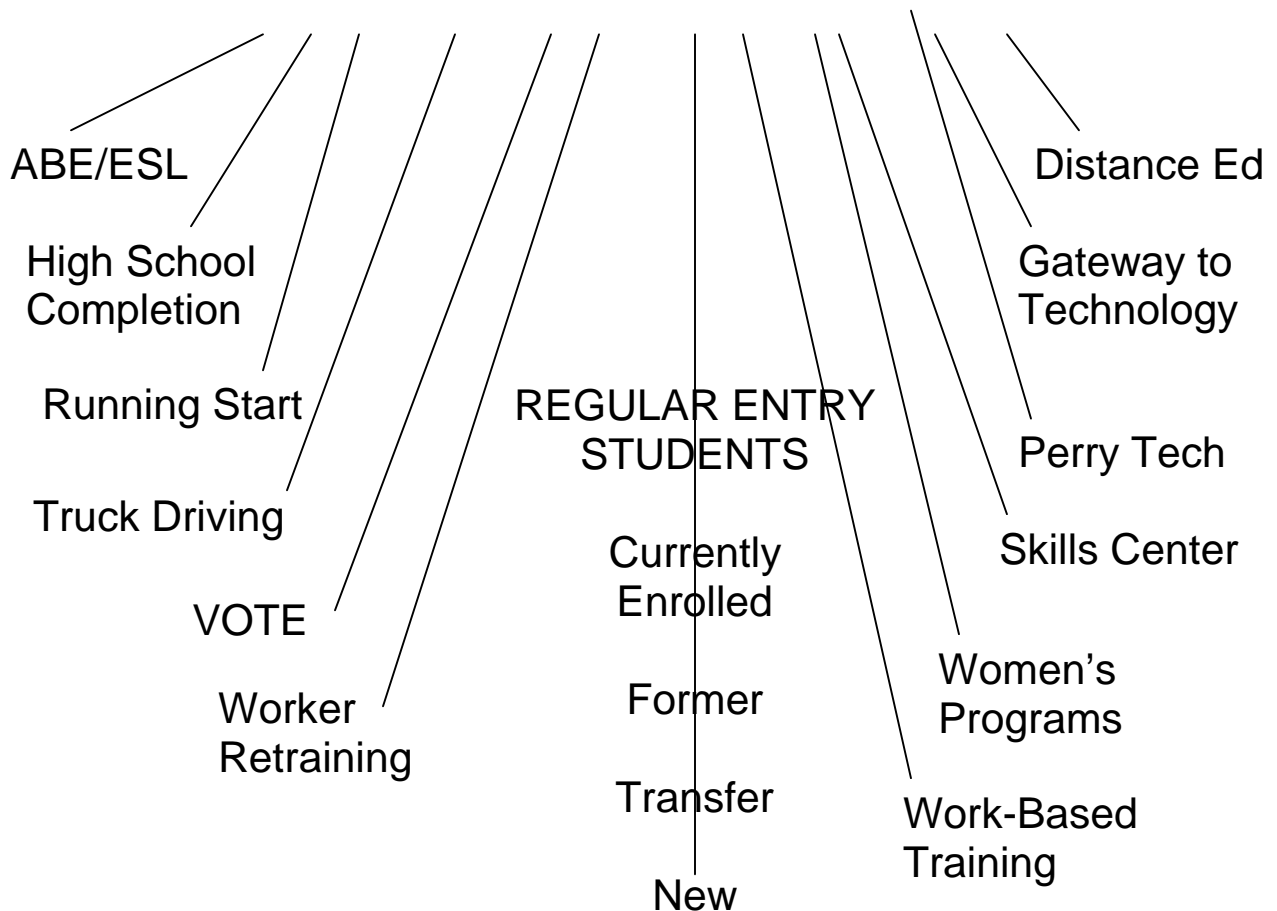
MISSION

To facilitate an open-door admissions policy which provides equal access to all students and functions as the first positive contact for incoming students and provides students with accurate information.

Figure 3.8 ENTRY POINTS TO YVCC

ENTRY POINTS TO YVCC

YAKIMA AND GRANDVIEW CAMPUS



To respond to the admission requests by students under the age of 18, the State Board for Community and Technical Colleges established a special admissions policy for underage students whose high school class has not yet graduated. (See Special Admissions Policy in the YVCC catalog, page 11, for details.)

Some YVCC programs have additional admissions policies and requirements. Criteria are listed in the catalog under each program as follows:

- Running Start
- Nursing
- Radiologic Science
- Veterinary Technology
- Dental Hygiene
- Early Childhood Education
- Medical Assisting

Admissions requirements are communicated to students as they apply for these programs and are available in the college catalog. Students with special needs, such as students with disabilities and students qualifying for Student Support Services, are referred to those offices as needs are identified.

Full-time students, taking 10 credits or more, must file an application for admission. Their application triggers an appointment to register as a full-time student. Part-time students may apply through the regular application process, especially if they want classes that require qualification via the ASSET. However, if they do not take any classes that require qualification via the ASSET, they may register on special dates for new part-time students. As all students accumulate credits, they are assigned a registration appointment date and time according to their seniority.

Enrollment Process

The specific steps for enrolling at YVCC are communicated to prospective students in the catalog, in the schedule of classes, on the Web, and in a brochure developed by the admissions staff.

Students can enroll at YVCC by:

- Completing a YVCC admissions application.
- Completing a generic two-year application.
- Applying on the Web (<https://admissions.ctc.edu/applicant/welcome.cfm>).

One of the goals of the Admissions Office is to respond to all requests for admission in a timely manner. Admissions has streamlined the process and made a commitment to a quick turn-around time, currently less than one week. Applications are processed within 48 hours of receipt and acceptance letters are sent out within another 48 hours. When an admissions application is received, the student receives an acceptance letter outlining the next steps that are required before a student can register. Once the student has completed the entry placement requirement,

either by completing the ASSET placement test or by transferring courses used for placement from another accredited college, the student receives an orientation, advising, and registration (OAR) appointment.

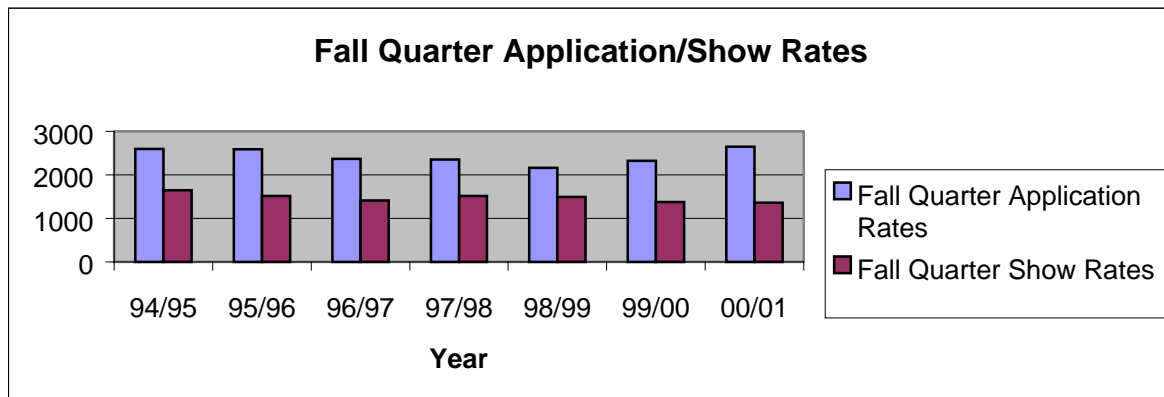
The Yakima and Grandview Admissions offices collaborate to ensure that student needs are met in a timely manner. Orientation dates are coordinated for greater student understanding and participation. Students may register at either campus for any classes that are given, no matter the location. The individual campuses handle application processing similarly, and applicants may take the placement test at either campus.

An orientation to YVCC is provided for all students. Once students have met the ASSET requirement or provided a transcript of other college courses completed that can be used to determine placement in math and English courses, a student receives an appointment for orientation. The staffing for orientation sessions includes faculty members and student assistants. The student assistants are specially trained students referred by faculty members because of their potential to help other students. Each student assistant attends a two-credit class during spring quarter which covers academic policies, vocational program and transfer degree options, interpreting ASSET test results, the importance of accurate course placement to student success, support services available to students, as well as basic communication and helping skills.

Response to Changing Needs of Students

In order to be more responsive to students and enroll them more expediently, a change was made in the fall 2000 orientation schedule. While the application rate to the college has increased steadily in the past three years, the actual percentage of students who register has decreased (see Figure 3.9). Previously, students were not able to attend an orientation session or register for classes until the end of August or beginning of September. To increase the enrollment rate, students were allowed to register earlier in the summer. Also an evening orientation session was added to meet the needs of employed students. The evening orientation session was very successful with an 82 percent show rate compared to a 41-percent show rate for the day orientation sessions.

Figure 3.9 FALL QUARTER APPLICATION/SHOW RATES



In order to test the theory about early orientation, students who completed their application materials and ASSET testing, or whose placement was determined by transfer courses by May 30, 2000, attended orientation in the middle of June. Orientation consisted of a group meeting of about 50 students where basic policies and procedures, services for students, degree offerings, and the importance of advising were stressed. The earlier registration times were set, and students were allowed to call in and request specific appointment times. In this way, the students made the appointments for the preset times that would be best for their own schedule. This new system of registration appointments improved attendance rates from 41 percent to 90 percent. With this large participation increase, the Admissions Office has continued the practice of having the students call for preset times and no longer sends out appointments without consideration for student's individual needs.

Each student received the following materials:

- New student handbook
- Schedule of classes
- ASSET results
- Evaluated transcript
- Code of Student Rights and Responsibilities
- College catalog

After the group sessions, students were divided into smaller groups and met individually with an adviser in their expressed area of interest.

Another change is the recent implementation of Web registration (fall 1999). During orientation, students are advised and register for classes on the Web with the help of an adviser or student assistant. Beginning fall 2000, computer kiosks were made available to students on the Yakima campus in the registration office and in the student union for use in registering or to access student information. On the Grandview campus, students may use computer kiosks in the lobby or the Learning Resource Center. Students with access to the Internet may register or access student information from locations off campus.

Additionally, OAR was available to new students on an individual walk-in basis during the summer 2000 session. An interactive orientation program was developed for the Web in 1999 (<http://www.yvcc.cc.wa.us/~fastrack>). It stresses the same information available during the group orientation session. (See Exhibit 3.16.1, Fast Track Module I.) Advising Web pages were added to the college Web site in fall 2000 to provide advising information to new and continuing students on the Web. After completing the Fast Track, students met with a student intern who worked under the supervision of the dean for student services to assist students in interpreting placement data, discuss academic goals, and select courses. The staff of student interns consists of a combination of YVCC students and four-year college students identified and trained by the counseling staff to serve as entry advisers.

Finally, a new one-credit orientation course was implemented in fall 2000. The course, which is a guided study, familiarizes students with the services and resources that are available to increase the likelihood of student success. (See Exhibit 3.16.2, Fast Track Module II.) Special

orientation programs also are held for the Student Support Services Trio Grant participants, students with disabilities, Running Start students, and students enrolled in programs with special admission criteria, for instance, health occupations.

Analysis and Appraisal Of Admissions Office

Although student headcount has increased in the past six years, concurrent increases in FTEs have not occurred. One explanation is because of a strong economy, students work more hours and take fewer courses. A growing number of part-time students, then, come in the evening and weekend to accommodate their work schedules. These students require student support services when they are on campus. Currently, the Student Services Division offers advising, counseling, registration, and financial aid during the first three nights of each quarter. Services include an evening orientation and registration session before each quarter’s start plus two nights at mid-quarter for advising. Additional efforts to address the needs of evening and weekend students must be made as these populations grow. Distance learning students also benefit from evening and weekend services because they work during the day. (See Standard Two, Policy 2.6 for more information about support services for distance learning students.) Also, because the application rate has increased 11.8 percent in the past six years (See Figure 3.9), office workloads have continued to grow. The office currently manages and coordinates admissions, residency, orientation, and registration of new students, advising, transfer advising, operation of the information window (in cooperation with Student Life), and, to a limited extent, recruitment.

In addition, the college emphasis on developing evening, weekend, and distance instruction has created a demand for more services to fit with these students’ schedules. While current staffing levels continue to be an issue, discussions are underway seeking solutions to this challenge.

Strengths

- Well-trained, competent staff members.
- Inviting physical facilities that are centrally located.

Challenges

- To use technology without sacrificing the personal touch.
- Greater student headcount without greater budget resources.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Improve the coordination of recruitment activities.	During 2001, college officials with recruiting responsibilities will review current practices and recommend strategies for improved coordination.
Ensure adequate enrollment services for evening and weekend students.	Admissions personnel will develop a plan throughout fall 2001 to increase services to evening and weekend students.

REGISTRATION AND RECORDS

The Registration and Records Office is committed to serving students by providing easy access, clear instruction, and friendly, helpful service. Accessible and timely registration provides YVCC students the opportunity to focus on classroom learning.

The office employs one program assistant; one each of a data entry operator I, II, and III; one office assistant III; one office assistant II; two work-study students each quarter; and one or two part-time staff members during the year. The registration and records/SMS coordinator, an exempt position, manages the office and reports to the dean for student services, who in turn reports to the vice president for instruction and student services.

The Registration and Records Office, located in Prior Hall on the Yakima campus, serves the public between 7:30 a.m. and 5 p.m., Monday through Friday. The office is also open until 7:30 p.m. during the first three days of each quarter to serve evening students. The office offers a range of services that includes registration, graduation and transcript evaluation, monitoring academic standards, grading, student records, and coordinating the effort to prepare and produce the college's class schedule each quarter.

The Grandview campus employs a student services coordinator, an exempt position, who handles registration and monitors academic standards, grading, and student records. A secretary senior helps the student services coordinator with registration, student records, and the quarterly class schedule. Graduation and transcript evaluations are completed in Yakima. Two part-time evening administrators, also exempt positions, offer the same range of services for evening and weekend students. The Grandview campus provides services from 7 a.m. until 9 p.m., Monday through Thursday, 7 a.m. until 5 p.m. on Friday, and 9 a.m. until 3 p.m. on Saturday. All of these personnel report directly to the dean for the Grandview campus. In fall 2001, the college will hire a director for the campus to assist the dean. Reporting lines will be adjusted accordingly.

Technology Services

Technology provides greater service and easier access to student records; it also challenges staff members to keep current with its ever expanding and changing use. Student access to Web technology was introduced in fall 1999. This technology allowed students to access their transcripts, register, change an address, obtain quarterly class schedules, check on financial aid, see their registration appointment, plan their class schedule, and perform a degree audit. The number of students using this technology has increased dramatically each quarter since its inception. These increasing numbers and the number of students expressing their satisfaction prove that students are pleased with using technology in the Enrollment Services Department. (See Exhibit 3.22, Technology in Enrollment Services.)

MISSION

To provide students with efficient, fair access to courses and programs, to provide continued support of students through accurate record-keeping, problem-solving and referral, and to facilitate the students' transitions to work or further schooling by certifying and celebrating their achievements.

All new full-time students on the Yakima campus go through an orientation, advising, and registration (OAR) session. An adviser and student assistants are with the students from the beginning of OAR to the end. Students learn how to use the online schedule planner while they go through advising and how to register when they have chosen their classes. Currently, 45 percent of YVCC students use Web registration. Statistics show a steady increase in the use of the Web each quarter. New students on the Grandview campus participate in a modified orientation and advising session in the fall. During other quarters, they receive individual advising services.

Each quarter during advance registration, the registration office works closely with the Admissions and Advising Office to ensure advisers are assigned to all full-time students. Once the Advising Office makes corrections to the current quarter, the Registration Office mails registration instructions to inform students when, where, and how to register and see their adviser. The Grandview campus employs a similar model for notifying students about registration procedures. Approximately 2,800 students are contacted each quarter (see Exhibit 3.23).

Faculty and staff members at the two campuses and 13 learning centers conduct registration for Basic Skills (Adult Basic Education, English as a Second Language, and GED-prep) students. These students must meet state-defined criteria before they can register. As with all other areas of registration, options are continually reviewed to improve service to these students.

Part-time students also use the Web or Touch-Tone applications, which may be accessed by any student who has attended YVCC within the last five years.

Services Provided

The Registration and Records Office provides the following services:

- Registration
- Graduation evaluation
- Transcript evaluation
- Academic standards
- Grading
- Student records
- Quarterly class schedule
- Student Management System

Grandview Registration

The Grandview Office offers students the same services as in Yakima except for transcript evaluation. Students may register for classes and access their records from the Grandview campus or from locations with access to the Internet.

Awarding and Recording Grades

Academic departments and individual faculty members determine criteria for evaluating student performance and the award of credit. The college catalog clearly defines YVCC's grading

system (page 31). All instructors are required to submit course syllabi, in which course requirements are clearly identified, to their respective deans at the beginning of each quarter. Instructors submit grades on the Web via Instructor Briefcase, a secure program set up by the Center for Information Services (CIS) in Bellevue, Washington.

The college makes a clear distinction in all publications between degree and non-degree credit. Definitions are found in the college catalog and in the transcript key.

Yakima Valley Community College awards credit through various avenues. Courses transferred from all regionally accredited institutions are accepted in accordance with the standards published by the American Association of College Registrars and Admissions Officers (AACRAO) in “Transfer Credit Practices of Designated Educational Institutions.” Regardless of institutional accreditation, YVCC does not grant credit for religion or theology courses that are sectarian in nature. Nontraditional credit is awarded for satisfactory completion of Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Proficiency (CLEP). Military credit and Defense Activity for Non-Traditional Education Support (DANTES) are accepted in accordance with the American Council on Education guidelines. Credits are also awarded by challenge and through Tech Prep, based on Intercollege Relations Commission (ICRC) guidelines.

Grade reports and grade transcripts are maintained according to AACRAO guidelines. The security and confidentiality of student records are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). Archived transcripts, prior to 1975, have been placed on microfilm and are being transferred to a compact-disk records (CD-ROM) retrieval system (WinImage). After archived transcripts were scanned, the original copies were moved to the state archive office for permanent storage. Grade transcripts for students who have attended since 1975 are housed in a mainframe computer at the CIS office.

Reporting Information

The following statement regarding the Student Right To Know Act is published annually in the fall schedule of classes: “In accordance with federal regulation, Section 668.41, Reporting and Disclosure of Information, please be aware of the following: The Completion or Graduation Rate for all students who are receiving athletically related aid and are full-time, first-time degree/certificate-seeking undergraduates during the academic year of 1999–2000 was 33.20 percent and the Transfer-Out Rate was 14.78 percent. For further information, please contact the Coordinator for Registration and Records in Prior Hall.”

Each program with closed enrollment (for example, Dental Hygiene) has its own handbook that specifies what students must do to remain in the program. Students participating in intercollegiate athletics must maintain academic standards published in the Northwest Athletic Association of Community Colleges (NWAACC) Code Book (Exhibit 3.17).

Analysis and Appraisal of Registration and Records Office

The advent of technology has helped the college meet all of the standards involving academic credit and records. YVCC is fortunate to be part of a state system with an office of information management (the Center for Information Services) to develop secure programs for maintaining

records and timely grade recording. All this technology requires frequent training of faculty and staff members and upgrades of software and hardware. The coordinator of registration and records conducts training for faculty and staff members on the SMS system, FERPA regulations, and Instructor Briefcase.

The liability issues surrounding the confidentiality of student records makes it important to continue to inform all staff members of the FERPA regulations. Each faculty and staff member involved with student records has signed a form indicating they understand and will comply with the regulations. Changing interpretations by the courts requires consistent training to keep all personnel current with this legislation.

Strengths

- The Registration and Records Office staff has embraced advancements in technology.
- Technology has allowed staff members to provide more time to those students who need the human connection.
- The Registration and Records Office continually reviews and revises its policies so that students may concentrate on their educational goals.
- Office operations manuals were developed and distributed to the staff. As staff members are cross-trained, these manuals provide consistent information.

Challenges

- Providing students at all times and locations with consistently accurate information.
- Providing faculty and staff members with adequate training in student services technology.
- Maintaining up-to-date technology for students and staff members.
- Moving toward a “One-Stop-Shopping” philosophy.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Improve the quality and consistency of service to students.	Continue developing training procedures and updating operations manuals to assist in training needs.
Improve the accuracy and consistency of data used for decision making.	The enrollment services coordinator will collaborate with the college Data Group to provide appropriate training of office staff members. The enrollment services coordinator will work with the college Data Group to determine needed data sets, collection times, and reporting formats.
Review Registration and Records staffing to ensure each position is being used to its fullest capacity.	The enrollment services coordinator will review job descriptions and advise the dean regarding any needed modifications.

Recommendation	Action(s) Taken
Continue to implement “One-Stop-Shopping” strategies to improve enrollment services and prepare to move to the new higher education building in 2003.	Enrollment services staff members conduct regular staff meetings to identify team-building and cross-training strategies in coordination with student services and financial aid personnel.
Ensure adequate enrollment services for evening, weekend, and distance-learning students.	The enrollment services coordinator has worked with her staff to modify work schedules to include evenings and weekends. Students may now register for classes in person, by mail, by telephone, or online.

FINANCIAL AID OFFICE

Overview

Student success is a key consideration for all planning and decisions in the Financial Aid Office. The office’s procedures are infused with opportunities for student learning, support, and success. During the 2000–2001 academic year, particular focus was placed on student service and timely processing of each step in the financial aid application process.

Student Access to Information

The Financial Aid Office uses a variety of methods to provide information to students about financing an education, whether they attend the Yakima or Grandview campuses. Students can read printed instructions and information, listen to presentations, or access the Web (<http://www.yvcc.cc.wa.us/financialaid/index.html>). Staff members regularly make presentations at area high schools, post visual aids in the office using flow-chart designs, and encourage the use of electronic services. The Financial Aid Office’s Web site (<http://www.yvcc.cc.wa.us/financialaid/index.html>) includes links to the financial aid application process (FAFSA on the Web), scholarship services, and student loan entrance counseling. In addition, students have access to the status of their applications via the college’s Web services and by Touch-Tone telephone. Visually appealing materials are gleaned from outside resources, such as the Northwest Education Loan Association, to supplement written materials produced by the college. These materials help reduce YVCC’s printing costs and provide students multiple ways to learn the information.

The financial aid Web site was improved during spring 2001. Students now have access to the forms they need via the Web site, but the forms are in Word format. Adobe software is on order so that the financial aid director can convert the files to be read by free Adobe Acrobat Reader software. This will increase the number of students who can successfully use the electronic forms.

MISSION

To remove the financial barriers to enrollment and provide all students with comprehensive information and professional service to guarantee that all available financial resources can be applied to meeting their educational expenses.

Grandview Campus

Students attending the Grandview campus are afforded the same attention and accessibility. Financial aid workshops are offered for Grandview students via interactive television. A student services coordinator is available there to assist financial aid recipients, and a staff member from the Yakima campus visits Grandview regularly for those students who prefer personal attention. The visits also allow time to visit with the Grandview staff, ensuring uniform information between campuses. Students' financial aid disbursement checks can also be delivered to the Grandview campus upon student request.

Staffing

The financial aid director assists the dean for enrollment and student services in administering the financial aid programs and monitoring the department's budget. With 17 years of experience, the director administers federal, state, and institutional aid with the support of an experienced staff. The associate director has an M.B.A. and two years of financial aid experience and previously worked in the Business Development Center and Human Resource Services Department. The assistant director has a master's degree in counseling and 25 years experience in financial aid. One of two program assistants, responsible for the student loan programs, has seven years of experience in financial aid and previously worked in the Cashier's Office. The office has increased by 1.25 FTEs over the past two years in response to an increased number of students eligible for financial aid (see Figure 3.5). The new program assistant has one year of experience in financial aid and worked before in the Basic Skills Division. Work-study opportunities have especially increased for students, causing a need to increase staffing for student employment support. The office capably manages the financial aid programs by cross training staff members and providing on-going training. This success is evidenced by positive audit reports (see Standard Seven).

Procedures

Applicants can qualify for financial aid by passing the GED if they are not high school graduates. To maintain the integrity of financial aid awards, the Financial Aid Office has an operating policies and procedures manual that allows the office to review and award financial aid consistently for all students. The manual is revised as the needs of the students and regulations change. Having recently converted the manual into an electronic format, the office plans to put the manual on the intranet for access to staff throughout the college. If more staff members have access to this information, students potentially receive more "one-stop" service. For example, a student can apply for admission and receive a financial aid application at the same desk.

Response To Student Needs

Increased Staffing

Due to increasing federal and state attention to community service work-study positions, the Financial Aid Office increased staffing by moving a part-time student employment position to a full-time program assistant. This program assistant is located in the Counseling Center to encourage students to link their educational goals with their short-term need for part-time employment. In addition, the physical size of the Financial Aid Office increased during fall 2000 to further accommodate students who need to speak with staff members in a more private

setting. The financial aid director's office moved in fall 2000 nearer the Financial Aid Office and is more accessible to students and staff members. Offices for financial aid and the director are close to the Business Office, which expedites coordination of functions. Students' rights and responsibilities regarding financial aid are available in the college catalog, on the Web, and in various application materials printed by the federal or state government. For example, the Free Application for Federal Student Aid (FAFSA) informs students about their right to ask for consideration of possible special circumstances, such as unemployment, which might increase their eligibility.

Letters sent to students regarding a lack of academic progress include additional information that is key to student success. Students placed on academic probation are provided a student success workshop before receiving further aid, and students who lose aid eligibility are guided through appeal and other procedures to ensure due process.

Student financial aid application records are stored in the Financial Aid Office in a securely locked area and are handled in a confidential manner. Federal Electronic Data Exchange (EDE) records are stored on a secure PC and backup zip disks. Document tracking and other student information is on the NEED/SAFER system as maintained by the Center for Information Services (CIS).

The Business Office maintains official disbursement information. The Financial Aid Office reconciles its records monthly with Business Office records.

Financial aid consideration and awards are based on student income, asset, and family-size information. The staff does not participate in the selection of scholarships and other funding based on race, gender, ethnicity, or religion. All applications are reviewed using common procedures, and a system of checks and balances assures that students are treated equitably (See Exhibit 3.2, Financial Aid Statistics).

Effective Financial Aid Program

The institution has a highly trained staff in the Financial Aid Office with long tenures of experience in the field.

Due to the college's budget limitations, the bulk of enhanced services involve assigning staff tasks in new ways. Cross training is a key component of this strategy. Students are served in a consistent manner by making certain that there is always someone available to meet their stated needs. With more than one staff member trained in each task, students receive service regardless of a particular staff member's illness, vacation, or other unavailability. This cross training will help the Financial Aid Office prepare for the new Higher Education Center in which financial aid services will be co-located with other student services offices.

Results of Changes

Student satisfaction is another indicator of the Financial Aid Office's success. As reported in the results of the spring 2000 student satisfaction survey, a majority of students responded favorably when asked to classify "the effectiveness of YVCC's financial aid services" (see Table 3.4).

Table 3.4 EFFECTIVENESS OF FINANCIAL AID SERVICES

Response	Percentage of Respondents	Number of Responses
Excellent	9.35	56
Good	25.21	151
Fair	19.37	116
Poor	15.36	92
No Opinion	30.72	184

From p. 4 of Spring 2000 Student Satisfaction Survey results

Published Financial Aid Information

Information regarding YVCC's scholarships and grants is available to current and prospective students in the YVCC catalog, quarterly class schedule, and the Web. Information is also made available by offering presentations to area high schools, both in the upper and lower Yakima Valley, to businesses, and to community-based organizations.

Other college staff members also have access to training regarding financial aid. Several staff members in other departments are trained to access financial aid computer inquiry screens to help serve students, while work-study supervisors are trained on the goals and procedures of student employment.

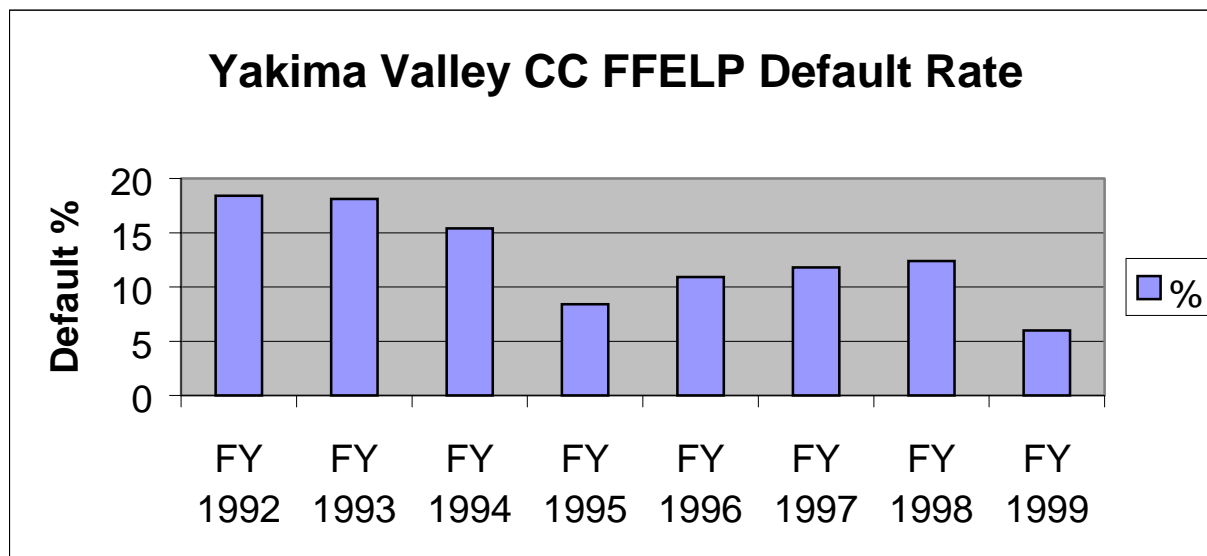
Other methods to convey financial aid information need to be exercised. The Financial Aid Office plans to announce the availability of the 2001–2002 FAFSAs on YVCC's reader board and use new bulletin boards in the student union building to post information about financial aid opportunities for students.

Monitoring Financial Aid Loan Programs

Key to the Financial Aid Office's measure of success is a desire to help students learn financial aid information, follow detailed directions, and understand borrowing responsibilities. Weekly loan entrance counseling sessions are held to inform students about loan requirements and the responsibilities that come with loan debt. Students also have the option to receive the same information on the web (<http://www.yvcc.cc.wa.us/financialaid/stafford.html>). This is especially helpful for students at the Grandview campus who cannot travel to the Yakima campus. Whether students attend in person or on the Web, they are quizzed on the information presented. This test helps students identify areas where they need to ask more questions or read further.

The college helps students understand their loan debt and the serious impact of default. Visually appealing items, such as refrigerator magnets and repayment diskettes, are given to students during the loan entrance counseling, and pre-claims letters are sent monthly to students nearing default. These are proactive efforts to maintain a default rate as low as possible. Loan exit counseling is made available to all student loan borrowers who reduce their enrollment to less than half time. The Financial Aid staff responds to student inquiries about their loans as quickly as possible. Through staff cross training, telephone voice mail, and Web services, students have nearly 24-hour access to the information they need when repaying their student loans. These efforts have helped reduce the default rate for YVCC students, as depicted in Figure 3.10.

Figure 3.10 DEFAULT RATE OF FEDERAL FAMILY EDUCATIONAL LOAN PROGRAM



Analysis and Appraisal of Financial Aid Office

The financing opportunities available to students are accessible in traditionally written materials, free computer diskettes, in-person presentations, and on the Web. The office staff has changed in the last year in response to increasing student employment opportunities and the need for a cross-trained staff dedicated to student-centered service.

In 1999–2000, departmental objectives were met in these areas. Student loans were processed within 24 hours through improved tracking and cross training. All 1999–2000 applications were processed before the end of the year, and timeliness is now monitored regularly. The Office of Financial Aid Web page offers comprehensive information and easily links with other college services.

During 2000–2001, the Financial Aid Office continues to work on the above objectives with the primary purpose of further increasing student access to financial aid information and timely funding.

Strengths

- Financial Aid Office staff members are experienced and well trained.
- Staff members share a commitment to one-stop student service and cross training.
- Services are accessible to all students regardless of their location or schedule.
- The student loan default rate for Fiscal Year 1998 was 12.4 percent, well below the federal threshold of 25 percent.

Challenges

- As noted in Standard Seven, the Financial Aid Office must work efficiently to send financial aid notifications in a timelier manner. This higher level of efficiency is mandatory due to a

lack of funding for additional staff members. Staff cross training and the automation of tasks are essential.

- The office has not yet found a student satisfaction survey which effectively gathers feedback from all students, rather than from only those who choose to respond. Until an appropriate survey tool is identified, staff members verbally elicit student suggestions and respond as quickly as possible.
- The Financial Aid Office continues to mail many forms to students who have access to the Web. Current staff members do not have the expertise or time to build a Web page with a comprehensive resource of all forms. The college’s webmaster will assist with this task.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Expand services to evening and weekend students throughout the quarter.	The director of financial aid has worked with her staff to modify work schedules to include evenings and weekends.
Continue team building and cross training.	Financial aid staff members conduct regular staff meetings to identify team-building and cross-training strategies.
Develop a short student satisfaction survey for financial aid students.	The director of financial aid will work with the dean to develop and administer a survey.
Convert the forms located on the Web site to a more universal platform.	The director of financial aid will work with the director of technology services to convert existing forms.
Collaborate with other colleges in the system to change to a new data platform.	The director of financial aid will work with the director of technology services and counterparts at other Washington community colleges to change to the new data platform.

ADVISING OFFICE

Overview

Advising is an essential service that helps students define and clarify their educational objectives and plan academic programs to increase the likelihood that they will achieve their education goals. The YVCFT Agreement requires that full-time faculty members, including counselors, exclusively provide academic advising. Any other staff member providing advising can do so only with the approval of the Curriculum Committee. Disabled Student Services, Student Support Services, the Running Start Program, the Women’s Program, the Vote Program, the Adult Basic Education/ESL Program, the Athletic Department, Veteran’s Affairs, and the International Student Program provide advising for students with special needs. Adviser responsibilities are defined and published in the student advising handbook made available to all students (see Exhibit 3.8.1).

<p>MISSION</p> <p>To provide students with accurate information.</p>

Responding to Student Needs

Advising is available for all students at YVCC. Although mandatory advising is no longer required, all new students are advised on entry by faculty and/or staff members. Before spring 2000, students were not able to register without the signature of an adviser or by obtaining a personal identification number (PIN) from an adviser. A survey of faculty advisers in winter 2000 indicated that only 43 percent of students were actually seeking out their assigned adviser even with mandatory advising. In a focus group conducted by the Counseling Center, students expressed a frustration with the difficulty of reaching or meeting advisers during the hours that they were on campus. Most students take classes at YVCC during the peak hours between 8 a.m. and 12 noon. Unfortunately that is also the time that most faculty members are in classes, making it difficult for advisees and advisers to meet. Other students were visiting the counseling center, which provides counseling and advising on a drop-in basis from 9 a.m. to 4 p.m., five days a week. Recently two counseling positions were reassigned from the counseling staff to other areas of the college because of student needs for instruction.

During the same time, YVCC implemented online registration to ease class registration for students. After surveying advisers about the number of students who sought their help, college officials decided to smooth the process of students registering for classes and remove the mandatory requirement for advising. However, every new full-time student is required to have an individual advising session. Online prerequisite checking ensures that students meet test score and other prerequisite requirements before registering. An advising site was placed on the college Web site (<http://www.yvcc.cc.wa.us/advising/index.html>) with downloadable degree worksheets for transfer students and to make advising materials more accessible to students. So far, no adverse effects on students have been observed.

Procedures

Advising is a valuable tool to help students plan their academic careers. A concerted effort was made in 2000–2001 to emphasize the importance of advising to students. New students received a letter informing them of the advising and registration process, and continuing students received a postcard from their adviser inviting them to make an advising appointment. The importance of advising is stressed during orientation and in the schedule of classes.

Adviser Assignment

All students are assigned an adviser based on the area of interest they indicate on the admissions application. In order to more equitably balance the advising load and to assure that students are assigned advisers consistent with their academic intent, all adviser assignments are made by a staff member. Students are required to take an assessment test to determine placement in math and English courses. Each new student meets with an adviser to discuss the results of the placement test, identify the student's academic goals, and select courses that help the student meet his or her goals. During this time, adviser assignments are adjusted if the adviser determines a more appropriate assignment for the student. This adjustment occurs during orientation, advising, and registration (OAR) sessions with faculty advisers or in the summer during drop-in registration with the help of student assistants under the supervision of the dean for student services. In the fall, the faculty union has approved one advising day when no classes are in session. During this day, all advisees are encouraged to meet with their assigned adviser.

Student Access to Information

The advising handbook is updated annually and provided to all advisers (see Exhibit 3.8.1). Training is offered to faculty members to enhance their professional skills as advisers. In an effort to increase the number of advisers attending training, four sessions were held in 2000 with 35 participants. A survey of the faculty indicates that the following topics were areas where training is requested: computer skills for advisers, changing requirements at four-year colleges, and academic policies and procedures. Every faculty member has attended a training session on how to use Web registration and the schedule planner as advising tools.

The Office of Admissions and Advising serves as a resource and clearinghouse for advising and transfer information to the campus community. It also serves as a liaison to the baccalaureate institution with regard to transfer requirements.

Response to Student Needs

In order to explore the student perspective on advising, YVCC held two focus groups, involving 21 students, in January 2001. The students reported that they had difficulty making arrangements to meet with their advisers. When they did meet with an adviser, some students reported that the meeting was helpful and some reported that the adviser was not well informed about the questions the students asked. Several students had difficulty connecting with their advisers and sought advising in the Counseling Center; others did not see an adviser at all. Many of the students suggested using second-year students as advisers or mentors.

Two comments from the focus group illustrate how students view second-year students as viable sources of help:

- “More student advising by those who have experienced it.”
- “It took me two quarters to figure out what to do. Give me a knowledgeable adviser. Older students know the process.”

Analysis and Appraisal Of Advising Office

Advisers are not readily available at the precise times when students need their services, particularly during the summer and breaks between quarters. In order to provide advising to students when college is not in session, the Advising Office has relied on student assistants and student interns. Since community college students are typically on campus only for a limited time daily, it is essential that advising be available to students on a drop-in basis. Otherwise, students are forced to search for their advisers, a hit-or-miss approach that is not conducive to student satisfaction. The YVCFT Agreement requires instructors to have one office hour a day, but faculty members typically teach at the time that most students are on campus. Too often students cannot meet with their instructors for advising. When they do, they report some instructors make the students feel like they are intruding (see Exhibit 3.21, Advising Focus Sessions). As a result, many students must use drop-in advising, which is currently available only in the Counseling Center. However, reduced staffing in the Counseling Center of the Yakima campus puts the availability of that service at risk. Another advising issue concerns the disparity of the number of advisees faculty members and counselors help. Adviser assignments are made on the basis of student interest or major as indicated by the student during ASSET

testing. Therefore, there is an inequitable distribution of the number of students assigned to each adviser (see Exhibit 3.24).

Strengths

In recent years, Web registration has been instituted, admissions and advising Web pages have been developed, and faculty members have learned to use Web registration, the schedule planner, and transfer Web sites from universities. Concurrently, in order to maintain individual contact with students, Advising offers:

- Small-group orientations.
- One-to-one advising sessions for new and continuing students.
- Individual, preprinted postcards for advisers to send to advisees.

Challenges

- Providing incentives for advisers to attend training sessions. Because all faculty members advise, it is difficult to ensure the quality of that advice. With no incentive program for advisers, training may be provided, but faculty members may choose to attend or not attend.
- Developing a more equitable distribution of advising loads for all advisers.
- Better communicating the need for and the importance of advising to students.
- Using technology without sacrificing the personal touch.
- Finding a way to make advising available to students when they need assistance.
- Successfully using and integrating technology into the advising process.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Make new-student advising services available consistent with times of student intake.	Exploring ways to have more faculty members representing the various programs and disciplines offered by the college present during student intake. Review alternate ways of offering advising services.
Ensure adequate advising services for evening, weekend, and distance-learning students.	The dean and the admissions/advising coordinator are investigating the assignment of faculty advisers to times of student intake, primarily during the summer months. Distance-learning students now have e-mail access to advisers.
Improve the quality of academic advising.	Exploring ways to attract more faculty members to ongoing training sessions. Working toward a more equitable distribution of advising loads for all advisers.
Improve student participation in the academic advising process.	The admissions/advising coordinator will develop strategies to inform and convince students of the value of academic advising. Reviewing the effect of current policies and procedures on the student participation rate.

Recommendation	Action(s) Taken
Use technology without sacrificing the personal touch.	The admissions/advising coordinator and the director of distance learning will continue to seek ways to integrate technology into the advising process and still retain a personal relationship with an adviser.

COUNSELING CENTER

The Yakima Counseling Center is open from 8 a.m. until 4:30 p.m., Monday through Friday, during the academic year. The Grandview Counseling Center is open from 8 a.m. until 4:30 p.m., Monday, Wednesday, and Friday, and from 8 a.m. until 7:30 p.m., Tuesday and Thursday. Counselors work with students individually and in groups to help them understand the college system well enough to navigate the process of course selection and registration. As students progress through their academic programs, they visit the Counseling Center for credit evaluations. Toward the end of their education at YVCC, they visit the center for degree applications. Counselors also teach classes, conduct small group instructional diagnosis (SGID) evaluations, provide short-term counseling and make referrals to outside mental health providers, advise high school completion students, and make regular visits to area high schools to promote YVCC (see Exhibit 3.25).

MISSION

To maximize the potential of the students to benefit from the educational environment by facilitating access, promoting student learning, and teaching student success strategies.

Career Counseling and Placement Services

The college has placed increased emphasis on career counseling in the College Seminar course. The Washington Occupational Information System (WOIS), an occupation inventory, is available on computers in the advising and career center plus all counselor computers. The number of counselors on the Yakima campus has dropped from five to three because one counselor transferred to Grandview and a second counselor was reassigned to instruction. Besides affecting the Counseling Center’s ability to provide a whole range of services to students, the reduction in staffing has decreased significantly the center’s ability to offer courses in this area. YVCC has an agreement with the Employment Security Department for the services of a job service specialist who works full time on the Yakima campus. In collaboration with the PACE Division and programs such as WorkFirst and Worker Retraining, a Career Connection Center is located on the south side of the Yakima campus. These services are open to all YVCC students on the Yakima campus. The Grandview campus, which does not have a Career Connection Center, employs a staff member eight hours per week through the WorkFirst Program. Planning continues to occur in an effort to address the career counseling needs of part-time evening, weekend, and distance-learning students at both campuses.

The Grandview Campus counseling function has operated effectively since 1994 when the site achieved “satellite campus” status from the State Board for Community and Technical Colleges (see Exhibit 3.26). Two full-time faculty counselors are on staff; one counselor is assigned through Student Support Services (Trio Grant) and Disabled Student Services to meet the needs of the special populations that attend YVCC in Grandview.

When students have personal or academic problems at either campus, they are referred to the Counseling Center. Personal counseling is available by appointment as well as on a limited drop-in basis. This important counseling function is one of the college's more effective means of improving student retention. By helping students better manage their personal problems, the college enables them to focus more on their studies and achieve success.

Analysis and Appraisal of the Counseling Center

The Counseling Department on the Yakima campus makes every effort to provide counseling services to all students as needed or requested. Students are referred to outside agencies as appropriate. Counselors function as an important resource for campus crisis management and crisis intervention for students and staff members.

Strengths

- Highly experienced counselors with master's degrees represent the major ethnicity of students on our campus: 3 Hispanic, 1 African American, 1 Native American, and 2 Caucasian.
- Counselors collaborate with other faculty and staff members.

Challenges

- Advising duties: The YVCFT Agreement designates advising as the exclusive domain of the faculty; however, many faculty members do not actively participate in advising duties. The burden of trying to serve large numbers of students then falls to the counselors who become overwhelmed by the advising load.
- Teaching assignments: Counselors can serve more students through teaching courses such as College Seminar, Learning Skills, and Interpersonal Communications, but teaching reduces the hours the Counseling Center can offer drop-in services, a continuing dilemma.
- Assessing effectiveness of services: The center recognizes the need to measure personal counseling services but confidentiality must be maintained. The staff continues to investigate an appropriate method of assessment.
- Ensuring adequate services for evening, weekend, and distance-learning students: As the instructional divisions modify their course schedules to serve more weekend, evening, and distance-learning students, a concurrent need to provide counseling services will arise.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Seek ways to improve academic advising services.	Surveys of students revealed dissatisfaction with advising services. Will conduct additional surveys to determine more specifically what factors lead to student dissatisfaction.
Determine an effective mix of teaching and drop-in counseling duties.	The dean and the admissions/advising coordinator will meet with the counselors throughout the year to determine how to schedule classes taught by counselors at times

Recommendation	Action(s) Taken
	that will not adversely affect drop-in counseling services.
Develop appropriate measures to assess the effectiveness of counseling services.	The dean will survey other Washington community colleges to learn what assessment measures are presently used to measure counselor effectiveness.
Ensure adequate counseling services for evening, weekend, and distance-learning students.	The dean and counselors are investigating the assignment of counselors to evening and weekend hours. The Title V application included proposals that would have funded additional counseling and career planning services for these students. Distance students now have e-mail access to counselors.

HEALTH SERVICES

Yakima Valley Community College does not provide any professional health services, though flu shots for all college members and special inoculations for students entering health sciences programs are offered through the Nursing Program. There are plans to offer health services when the Higher Education Center, a shared facility with Central Washington University and Washington State University, opens in January 2003.

STUDENTS AND GOVERNANCE

The president of the Associated Students of Yakima Valley Community College (ASYVCC) on the Yakima campus appoints students to the following committees:

In addition to external committee work, students hold a majority of membership on the Financial Committee and decide the ASYVCC budget. Students are also responsible for internal governance, including writing the ASYVCC constitution and bylaws. Furthermore, both the ASYVCC and Student Council presidents report to the YVCC Board of Trustees.

Students, faculty, and staff members all contributed to the 1999 revision and update of the Code of Student Rights and Responsibilities handbook in accordance with the Washington Administrative Code (Exhibit 3.1.1). Each student receives a copy of the handbook during orientation, and new faculty and staff members receive the handbook in their new employee packets. In addition, all faculty and staff members received the updated version upon printing. The handbook is also available on the Web (<http://www.yvcc.cc.wa.us/studentrights/index.html>).

- ◆ Curriculum Committee
- ◆ Student Hearing Committee
- ◆ Tenure review committees
- ◆ Commencement Committee
- ◆ HUB Remodel Committee
- ◆ Parking and Fines Committee
- ◆ Management Action Team
- ◆ Monthly meetings with the president (ASB Cabinet)
- ◆ Focus groups

SAFETY AND SECURITY

The campus Safety and Security Department is dedicated to providing a safe and secure learning and working environment for the campus community in accordance with the mission statement of the institution. Campus Safety and Security is under the direction of the director for facility operations. The Safety and Security Office is centrally located on the Yakima campus in Palmer Hall for easy accessibility. The office provides parking lot and campus patrol, a stranded motorist program (for jumpstarts and lockouts), emergency response, special event coverage, and safety awareness. Safety and security information is distributed to the campus community through emergency procedures and student safety brochures, a campus disaster plan, and violence in the workplace programs. The Safety and Security Office can be contacted in person during business hours, by phone, and by pager and/or dispatch service during off hours.

PUBLICATIONS

The YVCC catalog is published every other year and contains updated information regarding:

To a large extent, the catalog serves as a policies and procedures handbook for the staff (Exhibit 3.1.2). Each quarter a course schedule is published and sent to all district residences (Exhibit 3.1.3). The catalog and course schedule also are available on the Web (<http://www.yvcc.cc.wa.us/catalog/index.html> and

<http://www.yvcc.cc.wa.us/schedule/index.html>). The Web-based catalog and schedules are a major source of information for district patrons. In addition, the Office of Student Life prepares one student handbook on Student Life activities, while the coordinator for admissions and advising prepares another resource book on orientation, advising, and registration. Both handbooks are distributed to students (Exhibit 3.8.1 and 3.8.2).

- ◆ Policies and procedures
- ◆ Regulations
- ◆ Degree requirements
- ◆ Course descriptions
- ◆ Tuition and fees
- ◆ Pertinent information to help a student succeed

STUDENT RESIDENCE CENTER

Yakima Valley Community College operates a 140-room on-campus housing facility. The facility was originally constructed in the early 1960s. Since that time, little modernization has taken place. The majority of rooms were designed for double occupancy to enhance and promote a living and learning environment. However, most residents choose individual rooms because of the demand for privacy.

The responsibility of the Student Residence Center (SRC) was transferred from the vice president for administrative services to the dean of students in January 2001. The immediate supervisor continues to be coordinator of the SRC. The facility is also staffed with a fiscal technician and custodian. Additionally, the facility houses a night administrator and campus security officer to respond to emergency situations during non-office hours. An adequate number of resident assistants are employed each quarter. Resident assistants play a major role in providing programs for educational and recreational purposes.

Conduct standards have been instituted, which promote individual growth, development, and responsibility for actions.

Resident safety and health standards are established and enforced throughout the facility. Recent improvements in fire safety have been accomplished through the installation of a modern, centrally controlled fire alarm system.

The facility meets health, safety, and staffing standards. A plan for modernization and remodeling to meet energy conservation goals is being considered.

FOOD SERVICE

Yakima Valley Community College contracts with Chartwell Food Services. Food services are provided in both the newly remodeled student union and the SRC. A food service committee, made up of representatives from Administrative Services, Student Services, the faculty, and students, meets monthly to share concerns and make suggestions. The responsibility for contracted food service is under the vice president for administrative services (see Standard Seven).

OFFICE OF STUDENT LIFE

The Hopf Union Building (HUB) functions as a center for the Yakima campus community and is a crucial element in a richly diverse learning environment. The Office of Student Life and the ASYVCC are located in the HUB.

The Office of Student Life is an essential component of the college mission, providing a variety of functions and services including the following:

- Hopf Union Building facility operations and scheduling.
- Student programs and activities.
- All ASYVCC affiliated functions which include:
 - Student governance
 - Budget administration for services and activities fees
 - Clubs and organizations
 - Student information
- Budget management for 49 budgets, totaling an average of \$355,000.
- Additional budget management for 10 athletic budgets.

<p style="text-align: center;">MISSION</p> <p style="text-align: center;">To provide a broad-based program dedicated to enhancing students' cultural, intellectual, social, recreational, wellness, community service, and leadership skills.</p>
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Grandview Campus

The Grandview campus has a close affiliation with the Yakima campus. For the past three years, the Grandview Student Council has:

- Received a proportion of student fees based on the campus enrollment as a fraction of the district enrollments.
- Administered a budget and programs.
- Elected officers.
- Created clubs.

The student services coordinator at the Grandview campus advises the Grandview Student Council, and the dean of the Grandview campus assumes responsibility for the council's expenditures and programs. The Grandview Student Council has gained greater autonomy from the ASYVCC and now more efficiently assesses and serves the needs of Lower Yakima Valley students.

Programming

Students are encouraged to become involved in the campus community by:

- Participating in the programming made available to all students.
- Becoming involved in student government, ASYVCC/GSC, at the Yakima and Grandview campuses.
- Participating in the governance process.
- Serving on YVCC's administrative and academic committees and policy groups.
- Taking on active leadership positions in classes.
- Collaborating with campus organizations and within the college community.

MISSION

To involve students and enhance their academic, career, and life-long learning in an increasingly complex, technological, diverse society.

The Office of Student Life strives to serve the many interests represented at YVCC by offering students programs focusing on the teaching of cultural, intellectual, social, recreational, wellness, community service and leadership skills. These skills will enhance students' academic, career, and life-long learning skills and promote their success in an increasingly complex, technological, and diverse society.

Student Life appeals to YVCC's diverse student population by offering a wide variety of campus events, programs, and experiences, made possible, in part, by the ASYVCC budget. That clubs reach out to special interest student groups represented at YVCC reflects the diverse interests and affiliations of the student body and connects students with similar interests.

ASYVCC-sponsored clubs and student organizations include:

- ◆ I Can (Students with Disabilities)
- ◆ Tiin Ma (Native American Students)
- ◆ MEChA (Hispanic Students)
- ◆ Ebony (African American Students)
- ◆ Women's Connection (Returning Women Students)

In addition, the clubs in Table 3.5 currently operate, or have operated within the last five years, based on student interest:

Additionally, student programs and activities are linked within the college and to the surrounding community. Through participation in clubs and organizations, students receive mentoring by faculty and staff advisers and gain skills in leadership, event coordination, fund-raising, and budget management.

Table 3.5 ASYVCC STUDENT CLUBS	
♦ Action (Student Support Services)	♦ SOTA (Occupational Therapy)
♦ Agri-Business	♦ Parent Co-op
♦ BMMA (Business)	♦ Philosophy
♦ Christian Fellowship	♦ RHA (Dorms)
♦ Dental Hygiene	♦ Track
♦ HOST (Hospitality)	♦ Veterans
♦ Image Makers (Radiologic Sciences)	♦ Phi Theta Kappa (Academic Honor Society)
♦ Justice	♦ Veterinary Tech
♦ Nursing	

The coordinator for student life offers a leadership class to give students the opportunity to practice leadership in an adult learning environment. These skills can be used throughout students’ academic and professional careers. Skills taught in the leadership class include skills depicted in Table 3.6:

Table 3.6 LEADERSHIP CLASS SKILLS
♦ Team building
♦ Group discussions
♦ Decision making
♦ Goal setting
♦ Time management
♦ Parliamentary procedure
♦ Meeting management.

- ♦ Interpersonal communication
- ♦ Public speaking
- ♦ Team building
- ♦ Conflict resolution
- ♦ Goal setting
- ♦ Parliamentary procedure
- ♦ Ongoing assessment strategies
- ♦ Persuasion
- ♦ Effective listening
- ♦ Diversity awareness
- ♦ Meeting management
- ♦ Time management
- ♦ Budget allocation

Programming outreach is one goal of the Office of Student Life. Efforts are continually made to include students who are not on campus during the day by offering, or collaborating with other departments to offer, special programs, events, and elections at alternate times, including evenings and weekends. Additional efforts, however, must be made to include more students.

The relationship of YVCC to student activities is laid out in the ASYVCC Constitution (Exhibit 3.12), the Financial Code (Exhibit 3.32), and the Code for Student Rights and Responsibilities (Exhibit 3.1.1). The two

elected student body presidents report to the Board of Trustees at its monthly meetings. The students and institution share responsibility to evaluate ASYVCC-sponsored programs. This yearly evaluation takes into consideration the following year’s budget. The Office of Student Life and the Business Office hold a special training session each fall for club and program advisers and their officers. Service to the community and the college has been an emphasis of the ASYVCC for the past few years. Students serve on YVCC’s administrative and academic committees, building working relationships with the faculty, staff, and administration and giving student participants valuable experience in leadership skills.

Analysis and Appraisal of Student Life

The newly remodeled student union building has added much needed space for students. The facility is constantly used and is well received by the students. While the Automotive Department oversees use and care of the college’s vans, the Student Life Office needs someone to coordinate and schedule van use and maintenance. The institution of a leadership class has successfully retained student government officers.

The newly remodeled student union building has added much needed space for students. The facility is constantly used and is well received by the students. While the Automotive Department oversees use and care of the college’s vans, the Student Life Office needs someone to coordinate and schedule van use and maintenance. The institution of a leadership class has successfully retained student government officers.

Strengths

- The hiring of a program assistant has provided consistent coverage in the Student Life Office.
- Students, staff members, and community members appreciate and use the new HUB facility.
- Increased cooperation with the Music and Drama programs has led to more cultural events on campus.
- A student leadership class has increased retention of student government officers.

Challenges

- Summer use of the HUB will be restricted without a summer staff in the Student Life Office.
- Student government presently schedules use of the college-owned vans; however, rarely is anyone working in that office with the necessary expertise to maintain a motor pool.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Review strategies for improving the coordination of HUB use during off hours.	Student Services staff members began meeting during summer 2001 with security and room scheduling personnel to identify and address HUB coordination issues.
Evaluate student transportation services.	Student Services staff members have begun to study the cost effectiveness of renting versus owning vans.
Identify ways to increase faculty participation in student activities.	Student Services staff members will survey the faculty in fall 2001 to learn faculty perceptions of involvement in student activities.

BOOKSTORE

The primary function of the Yakima Valley Community College Bookstore is to provide textbooks and educational support materials to students in a timely manner with professional and knowledgeable service. Supplementary reference books and study aids are also available to enhance academic endeavors. While the bookstore provides a wide range of school supplies,

snack items, sundries, gifts, and emblematic apparel for the convenience of the campus community, emphasis is placed on support of the college's educational mission.

The YVCC Bookstore, centrally located in the Hopf Union Building and with a satellite store located on the Grandview campus, is institutionally owned and operated by YVCC under policies set forth by the Board of Trustees. The fiscal operation of the bookstore is audited yearly by Washington State auditors and, occasionally, internally audited by the YVCC Business Office. The bookstore is a self-supporting enterprise able to contribute to the college's general fund through a sizable administrative service fee each fiscal year. The bookstore reports to the vice president for administrative services (see Standard Seven for details).

The bookstore also operates under the advisement of the Bookstore Commission, which consists of two students, two faculty members, one classified staff member, and one administrator. The bookstore manager serves as a member pro tem.

Professional membership is maintained with the National Association of College Stores (NACS) and the Northwest College Bookstore Association (NCBA).

STUDENT MEDIA

In collaboration with the Yakima Valley Technical Skills Center (YVTSC), YVCC offers a program in Radio Broadcasting/Production. Students enrolled in this program broadcast over the YVTSC radio station. Students earn FCC operator's permits and develop an understanding of the institution's relationship to student media during their training. The YVTSC has taken on the primary responsibility for disseminating policy and procedure information to students.

In addition to radio, students are involved in generating print publications. ASYVCC publications include an ASYVCC newsletter, student information handbooks, a club adviser handbook, an electronic reader board in the HUB, and other printed materials. The Office of Student Life supervises these publications.

YVCC does not presently publish a student newspaper and has not for many years. However, the institution and the student body see a need for change in this area. The Office of Student Life supports the idea of establishing a special taskforce within the institution that focuses energy on collaborative work between students and faculty members and concentrates on building community partnerships with media outlets and four-year institutions. When the financial situation improves, a student newspaper should be considered. All such efforts will involve collaboration with the YVCC community relations coordinator.

INTERCOLLEGIATE ATHLETICS

MISSION

- (1) To assure a variety of opportunities for student development by offering a comprehensive program,
- (2) to afford opportunities for participation to as wide a segment of the college student population as possible,
- (3) to offer a selection of sports and activities that will effectively accommodate the interests and abilities of students of both sexes in an equitable manner,
- (4) to assure that the program of physical education, athletics, and recreation supported by the college shall be kept within the total resources of the district with due consideration given to the need for a balanced program of student activities.

YVCC has provided sports dating back to 1928 when Yakima Junior College was founded and a basketball program started. The college currently belongs to the 36-member Northwest Athletic Association of Community Colleges (NWAACC) in Washington and Oregon, which sanctions 14 conference sports, seven for men and seven for women. Intercollegiate athletics at YVCC is a part of the instructional and student program components of the college. YVCC subscribes to the principles stated in the official NWAACC Code Book provided to all coaches (Exhibit 3.17).

According to data from the Community College Student Experience Questionnaire (CCSEQ), an increased percentage of YVCC students report progress in developing good health habits and physical fitness (Table 3.7). Although physical education was dropped from the curriculum in 1993, physical education classes have been offered as electives since 1998.

Table 3.7 DEVELOPING HEALTH HABITS AND PHYSICAL FITNESS

CCSEQ Data Element	1996	1999
Students reported they had made “quite a bit” or “very much” progress in developing good health habits and physical fitness.	27.4%	46.3%

Intercollegiate athletics programs at YVCC enhance the mission of the college by serving a high proportion of diverse students. These students benefit by some scholarship assistance as sanctioned by the NWAACC (to be applied to tuition only and limited to \$600 per year). In addition, special college seminar classes and special study tables are offered to athletes as needed.

Table 3.8 Sports Currently Offered	
Men	Women
Baseball	Softball
Basketball	Basketball
Wrestling	Volleyball

The student athlete adheres to the admission and academic progress policies as defined in the YVCC catalog (pages 29–34) and must meet the eligibility requirements as set forth in the NWAACC Code.

The college provides exceptional physical education and athletic facilities including Sherar Gymnasium and the Parker Baseball Field complex. In addition, the college is adjacent to Larson Park, a publicly owned facility, and collaborates with the city to access tennis courts and softball/playing fields. The Yakima Parks Department uses Sherar Gym for volleyball and basketball city leagues on a space-available basis.

A full-time athletic director, an exempt position, coordinates the Athletic and Physical Education Department. The director’s primary duties involve budget and scholarship monitoring, athletic insurance administration, student athlete advising and eligibility, scheduling and contest management, athletic facilities coordination, and liaison work with community groups and agencies that share mutual athletic facilities. The director supervises and evaluates eight coaches and eight assistant coaches, all part-time, a secretary, and a recreation coordinator. An athletic handbook for staff members (Exhibit 3.30) is on file in the athletic director’s office. The director serves as one of the NWAACC college athletic commissioners, along with a women’s commissioner; the college president appoints both. Duties and responsibilities of the athletic commissioners are recorded in the NWAACC Conference Code (Exhibit 3.31), which is on file in the athletic director’s office. The Board of Trustees approves the athletics budget from the 101 institutional account and the ASYVCC account. The athletic director works closely with the Business Office to ensure that all state regulations are followed. In addition, the Business Office maintains records of all Athletic Department funds raised for and expended on athletics and provides the dean and the athletic director with monthly reports on accounts.

In July 2000, a status/assessment report was prepared for the administration and Board of Trustees outlining current problems with the department (see Exhibit 3.29, Report to the YVCC Board of Trustees on 18 July 2000, also on file in the Athletic Department). The president appointed a community advisory group for physical education and athletics in September 2000. The primary mission of this committee is to assist the athletic director in providing athletic and physical education opportunities for students. Due to lack of student participation, the committee recommended dropping tennis as an intercollegiate sport, beginning 2001.

The Athletic Department publishes schedules for contests well in advance. Every attempt is made to prevent conflicts with the instructional calendar, particularly final exam dates.

Analysis and Appraisal of the Athletic Department

The department’s updated staff handbook should be completed by summer 2001. Activity course offerings were increased to include aerobic dance, swing dance, advanced swing dance, and weight training. A Web site was created in January 2001,

(<http://www.yvcc.cc.wa.us/campusactivities/athletics/schedule.html>), and the Physical Education and Athletic Program Advisory Committee was established in fall 2000.

Strengths

- Competitive teams (see Exhibit 3.27, Win-Loss Records).
- A dedicated, loyal, and conscientious part-time coaching staff.
- Access to exceptional baseball facilities via community partnerships.
- The Physical Education/Athletics Advisory Committee represents the outside community.
- An excellent evaluation process for coaches (Exhibit 3.28).

Challenges

- Funding an intercollegiate athletic program with mostly part-time coaches.
- Developing a physical education curriculum beyond activity classes (health, officiating, etc.) with only one full-time physical education instructor.

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Implement a physical education program for students of YVCC.	A full-time physical education instructor was hired summer 2001, whose initial duties include development of a physical education curriculum.
Review the athletics programs.	A physical education and athletics advisory committee is reviewing programs and has recommended discontinuing the tennis program because of low participation rates.

POLICY ON INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT, AND REPRESENTATION OF ACCREDITED STATUS

All advertising, publication, and promotional literature put out by YVCC Student Services complies with principles of good practice. The information is as clear, accurate, and up-to-date as possible. This is an area in which Student Services constantly strives for improvement.

- A. Student Recruitment - Recruitment is integrated across the curriculum and college. Although a large share of recruitment activities are conducted by the Admissions Office, the PACE Division, the Minority Recruitment and Retention Office, Athletics, and Running Start perform some form of recruitment as well. All recruitment efforts use the same publications.
- B. Representation of Accredited Status – The following statement is published in the YVCC catalog: “YVCC was re-accredited by the Northwest Association of Schools and Colleges in 1991.”

Analysis And Appraisal Of Student Services

Over the past decade, the YVCC Student Service staff has served as a catalyst, promoting the necessary synergy throughout the college to place student learning and success in the forefront of college thinking and planning. Taking actions and implementing decisions based on current data, Student Services meets the changing needs of YVCC students.

Table 3.9 STUDENT INTEREST IN YVCC

CCSEQ Data Element	1996	1999
Students who answered “yes” to the question, “If you could start all over again, would you attend <i>this</i> college?”	60.3%	66.6%

Strengths

- Experienced, dedicated staff members who work as a team.
- Potential of new facilities to house all units of student services together.
- Staff willingness to use technology to increase access to student records and services.

Challenges

- The units of Student Services that directly report to the dean for student services with no mid-management supervision should be reviewed for possible reorganization.
- Some changes must be made in advising services offered to students during the times when faculty advisers are not on campus, for example, in the afternoons and between quarters. The role of faculty advisers should be examined in light of student opinions and in order to serve the needs of students.
- Student Services offers evening advising, counseling, registration, and financial aid the first three nights of each quarter. In addition Student Services offers evening orientation and registration sessions prior to each quarter’s start. A plan needs to be developed to reorganize existing resources to provide more available services or obtain new funding for more available services.
- If the trend toward increases in head count with attendant decreases in FTEs continues, services should be reexamined to see what may be offered with more students and less funding.
- The number of students testing in GED, ASSET, and accommodation testing for students with disabilities continues to grow. Supervision and assistance to cover all the needs will require examination as they increase beyond the current staff’s ability to respond (see Exhibit 3.29).

Recommendations and Actions Taken

Recommendation	Action(s) Taken
Examine future changes needed to serve students in the new facility.	As part of the Yakima Valley Higher Education Center design process, Student Services staff members are planning office arrangements and how to serve students in the new building beginning in 2003.
Continue team building and cross training.	Student Services staff members conduct regular staff meetings to identify team-building and cross-training strategies. Cross training has begun in the Financial Aid and Enrollment Services offices.
Develop a plan to increase services to evening and weekend students throughout the year.	Student Services staff members have developed plans to increase counseling and academic advising services for evening students. The dean and faculty members are modifying counselor job descriptions to include evening and weekend duties.
Examine possibilities for advising and career center.	As part of an unsuccessful Title V grant application spring 2001, personnel and funding was requested for advising and career center services. The college will continue to seek resources for these programs.
Explore alternative sources of funding for Student Services operations.	The college has been very successful in securing funds to enhance student services, including Upward Bound, Student Support Services, Disabled Student Services, Title III, and Gear-Up grants. YVCC will continue to reapply for these funds and Title V grants.

Materials in the Resource Room

- 3.1.1 Student Rights & Responsibilities
- 3.1.2 Catalog
- 3.1.3 Schedule
- 3.2 Statistics on student financial aid
- 3.3 Most recent FA reviews
- 3.4 NCAA Division
- 3.5 Mission & Goals of Units

- 3.6 Goal Summaries of Units
- 3.7 Evidence of impact
- 3.8.1 Student Advising Handbook
- 3.8.2 Club Advisors Handbook
- 3.9 Student Retention/rate of graduation
- 3.10 Student Participation in policy development
- 3.11 Strategic plan for SS
- 3.12 Constitution for student publications
- 3.13 Sample copies of student publications
- 3.14 Brief resumes of professional staff in SS
- 3.15 Admission Report
- 3.16.1 Fast Track Module I
- 3.16.2 Fast Track Module II
- 3.17 NWAACC Code Book
- 3.18 College Seminar Retention Rate (page 7)
- 3.19 Supplemental Instruction
- 3.20 Comprehensive K-14 SS Plan
- 3.21 Advising Focus Sessions
- 3.22 Technology in Enrollment Services
- 3.23 Student Contact
- 3.24 Advisor Assignments
- 3.25 Counseling Notes
- 3.26 Satellite Campus Status
- 3.27 Win-Loss Records
- 3.28 Evaluation Process for Coaches
- 3.29 Report to Board of Trustees
- 3.30 YVCC Athletic Handbook for Staff
- 3.31 NWAACC Conference Code
- 3.32 Financial Code

STANDARD FOUR—FACULTY

OVERVIEW

Yakima Valley Community College employed 111 full-time instructors in 2000 (Appendix 4.3), up six from 1991 (Appendix 4.5). The number of full-time faculty members has remained relatively stable over the last 10 years, with a high of 120 full-time members in 1995. The current full-time faculty is comprised of 71 tenured, 14 probational (tenure track), and 26 soft-dollar positions funded by Running Start, Perkins, and other sources. Over 88 percent of full-time instructors hold at least a master’s degree. Table 4.1, Full-time Faculty Profile, further illustrates the demographic makeup of these instructors. *(Note: In order to protect employee privacy, additional demographic details including faculty salaries are available in the Human Resources Department. Supplementary information provided for documentation purposes only may be found in Appendix 4.4.)*

Table 4.1 FULL-TIME FACULTY PROFILE														
Human Resources Records														
Fall 2000														
Rank	No.	Demographic Data			Terminal Degree				Years of Experience at YVCC			Years of Experience Teaching at Other Community College		
FULL-TIME FACULTY		Female	Male	Protected*	Doctorate	Master	Bachelor	Associate	Minimum	Median	Maximum	Minimum	Median	Maximum
Tenured	71	38	33	26	10	54	6	1	2	10	39	>1	0	12
Tenure Track	14	5	9	2	3	8	2	1	0	1	8	>1	>1	1
Other (Soft \$)	26	18	8	2	2	22	2	-	0	1	12	>1	>1	20
TOTALS	111	61	50	30	15	84	10	2	*Coded ethnic minority, disabled status, and veteran					

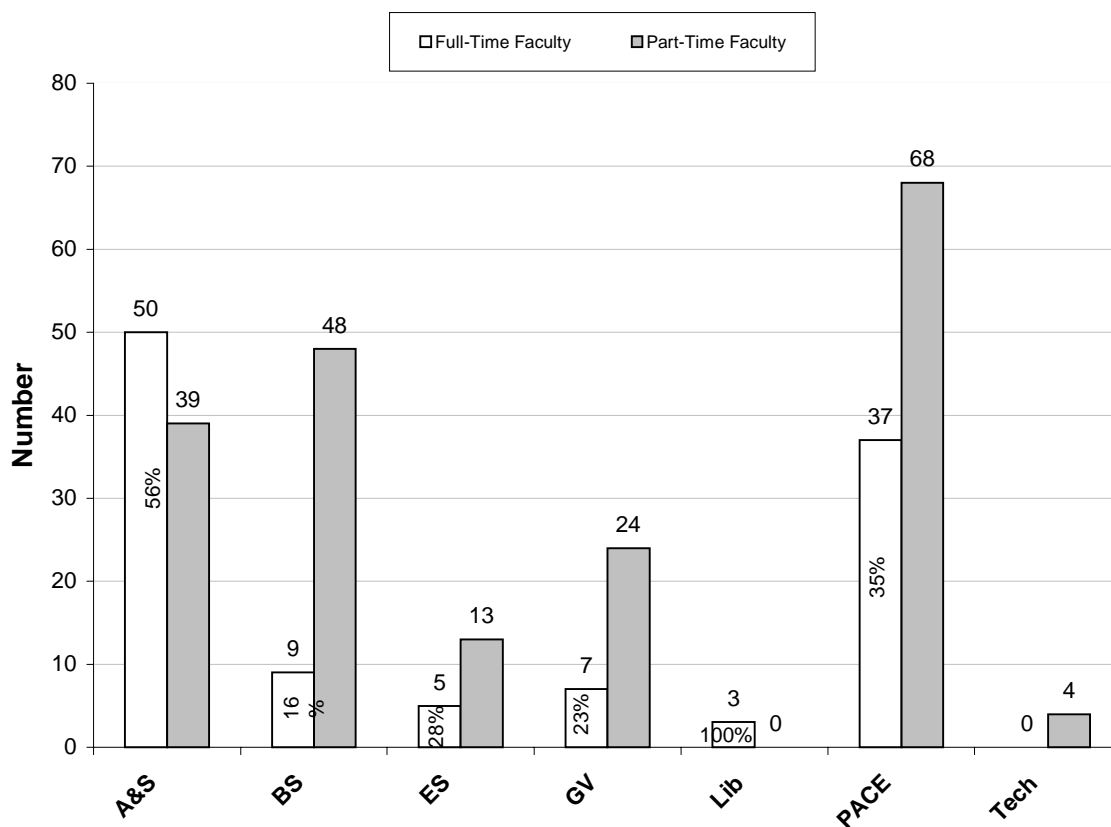
During fall quarter 2000, YVCC employed 37 adjunct faculty members (part-time instructors who are eligible for benefits) and an additional 159 part-time faculty members. *(Note: The definitions for part-time and adjunct instructors are provided for reporting purposes within the self-study; the distinction does not appear in the YVCFT Agreement.)* Over 46 percent of adjunct instructors hold at least a master’s degree. Demographic characteristics of adjunct and part-time faculty members are shown in Table 4.3, Part-time Faculty Profile. *(Note: In order to protect*

employee privacy, additional demographic details including those related to salaries are available in the Human Resources Department. Supplementary information provided for documentation purposes only may be found in Appendix 4.13.)

Degrees held by the YVCC faculty represent a wide variety of institutional experience. Over 600 degrees have been earned at more than 150 different educational institutions (Appendix 4.1).

Figure 4.1, All Faculty by Divisions, shows the number of faculty members assigned to the following areas within the college: Arts & Sciences, Basic Skills, Enrollment Services, the Grandview campus, Raymond Library, Professional and Career Education (PACE), and Technology Services. While the library is fully staffed by full-time faculty members, Technology Services has no full-time faculty. Of the three officially recognized college divisions, Arts & Sciences employs the largest percentage of full-time instructors at 56 percent; PACE employs the second largest number at 35 percent; and Basic Skills follows with 16 percent full-time faculty members. The PACE Division, however, has the largest number of part-time instructors at 68.

Figure 4.1 ALL FACULTY BY DIVISIONS
Percentage of Full-Time Faculty



In March 2001, the YVCC Board of Trustees endorsed the “Best Practices” policy for the community college system, which contains nine motions affecting both full- and part-time faculty members (Appendix 4.2). The first motion states, “Yakima Valley Community College is committed to maintaining a college-wide mix of full-time and adjunct faculty that provides a higher ratio of full-time to adjunct faculty than the average for community colleges in the state.” According to a state board report for 1999–2000 entitled “Annual Teaching FTE-Faculty by Employment Status—State Supported,” the system average within Washington State was 53 percent full-time, 5 percent moonlight, and 42 percent part-time faculty. The same report shows YVCC at 102 FTE faculty, or 65 percent of the total (with 5 percent classified as moonlight), and 54 FTE part-time faculty, or 35 percent of the total.

The “Best Practices” make further provisions for *part-time faculty* which include the following: recruiting and selecting instructors; presenting written notice of employment; offering evaluation and support consistent with that for full-time faculty members including use of multiple data sources; identifying and meeting needs, when possible, for office space, equipment, and support services; making certain that a variety of communication processes are available so that part-time faculty members receive the same information that is accessible to full-time faculty members; and recognizing individual and group contributions to the college.

The policy also extends accessibility to professional development and academic freedom to *all faculty members*, with direction “to apply the normal grievance processes to academic freedom issues that may be raised by adjunct faculty.”

Information regarding policies, procedures, and general communication is available to all members of the college in a variety of ways, including e-mail, the public folders in Outlook, and the YVCC Web site, which provides forms and policies online. While full-time faculty members have voice mail on their telephones, part-time faculty members can be issued voice mailboxes. In addition, the faculty handbook and the YVCFT Agreement are provided to all instructors.

FULL-TIME FACULTY

Faculty Assignments

YVCC full-time faculty members are assigned in six areas: Arts and Sciences employs 50 full-time instructors; Basic Skills, 9; Enrollment Services, 5; Grandview, 7; Library and Media Services, 3; and Professional and Career Education (PACE), 37. Currently all full-time instructors assigned to the Grandview campus teach in the Arts and Sciences Division or are counselors (Appendix 4.4).

Table 4.2 FULL-TIME FACULTY ASSIGNMENTS		
2000		
Division	Assignment	No. F/T Faculty
Arts and Sciences	ANTHROPOLOGY	1
	ART	1
	ART/HUMANITIES	1
	BIOLOGY	4
	CHEMISTRY	2
	CHICANO/A STUDIES	1
	DEVELOPMENTAL MATH	1
	DEVELOPMENTAL READING	1
	DEVELOPMENTAL WRITING	1
	DRAMA	1
	ENGLISH	9
	ENGLISH-SPEECH	1
	ETHNIC STUDIES	1
	GEOLOGY/SECOND DISCIPLINE	1
	HISTORY/SECOND DISCIPLINE	1
	HISTORY	1
	MATHEMATICS	7
	MATHEMATICS/SECOND DISCIPLINE	1
	MUSIC	2
	PHILOSOPHY	1
	PHOTO/COMMUNICATIONS	1
	PHYSICS	1
	POLITICAL SCIENCE	1
	PSYCHOLOGY	3
	SOCIOLOGY/SECOND DISCIPLINE	1
	SPANISH	1
	SPANISH /SECOND DISCIPLINE	1
SPEECH	2	
		50
Basic Skills	ABE	6
	ESL COORDINATOR/INSTRUCTOR	1
	ESL	2
		9

FULL-TIME FACULTY ASSIGNMENTS 2000		
Division	Assignment	No. of Faculty
Enrollment Services	COUNSELOR	5
		5
Grandview	COUNSELOR	2
	ENGLISH	3
	MATH	1
	HISTORY/SECOND DISCIPLINE	1
		7
Library and Media Services	LIBRARIAN	3
		3
Professional and Career Education	AGRICULTURE	1
	ALLIED HEALTH MEDICAL ASSISTING	1
	AUTOMOTIVE TECHNOLOGY	1
	BUSINESS ADMINISTRATION	2
	BUSINESS MARKETING/MANAGEMENT	1
	BUSINESS OFFICE OCCUPATIONS	3
	COMPUTER AIDED DESIGN	1
	CRIMINAL JUSTICE	1
	DENTAL HYGIENE COORDINATOR/INSTRUCTOR	1
	DENTAL HYGIENE	2
	EARLY CHILDHOOD EDUCATION	1
	ECONOMICS/BUSINESS ADMINISTRATION	1
	ENGINEERING	1
	FAMILY LIFE COORDINATOR/INSTRUCTOR	1
	HOSPITALITY/TOURISM	1
	HOME ECONOMICS	1
	INFORMATION TECHNOLOGY/BUSINESS ADMINISTRATION	1
	INFORMATION TECHNOLOGY	2
	INFORMATION TECHNOLOGY/MEDIA	1
	NURSING	5
	PROGRAM FACILITATOR	3
	RADIOLOGICAL TECHNOLOGY COORDINATOR/INSTRUCTOR	1
	RADIOLOGICAL TECHNOLOGY	2
	VETERINARY TECHNOLOGY	2
		37
	111	

Faculty Credentials

YVCC is committed to hiring faculty members who meet specific degree requirements and employing them in their areas of expertise. The YVCFT Agreement (Article 16) addresses credential requirements for each division:

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

***Vocational Fields:** Applicants for positions in vocational fields or other specialized areas for which an advanced degree is not normally available shall have comprehensive training and work experience in the field of specialization required by the position.*

***Adult-Basic-Education Fields:** Applicants for positions in adult-basic-education fields shall hold a bachelor's degree in the field of specialization required by the position from an accredited college or university.*

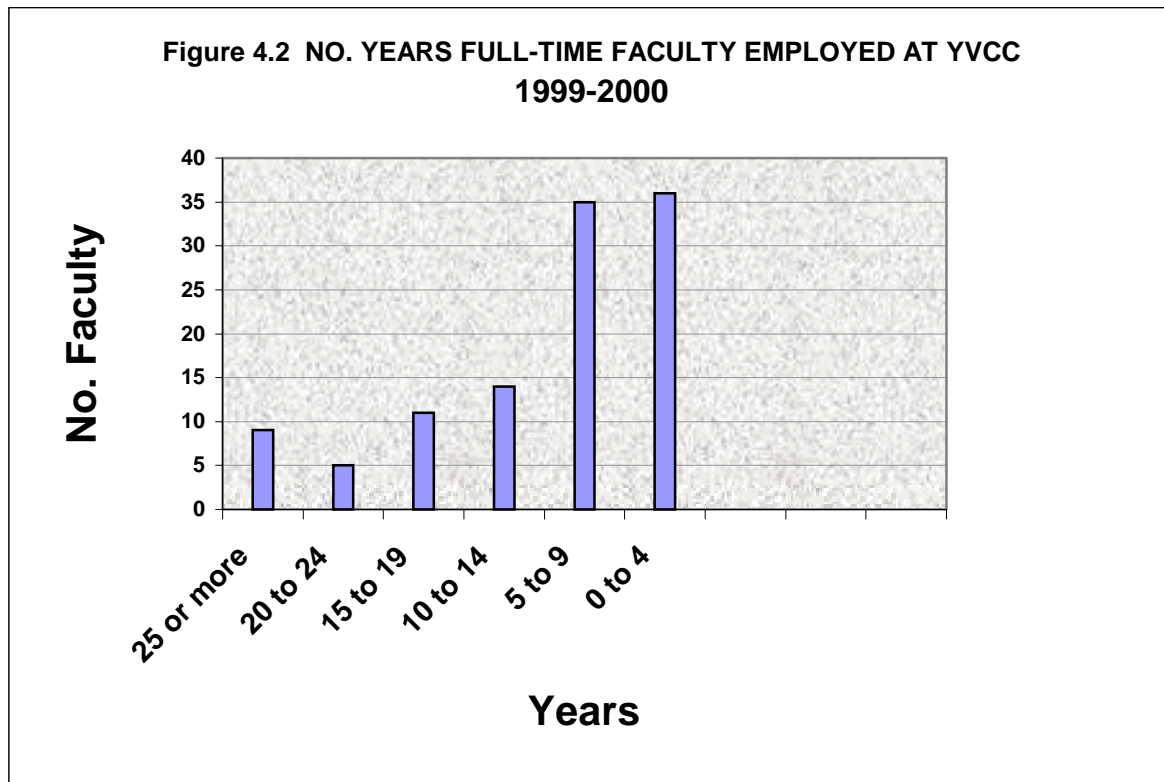
Although two members of the faculty in the PACE Division have associate's degrees, both meet the minimum requirements established by the state board, YVCFT Agreement, and vocational certification. One instructor teaches in the Automotive Service Technology Program and is ASE (Automotive Service Excellence) master certified, an industry-recognized certification. The other instructor, assigned to the Business Marketing/Management Program, has 12 years of industry-related experience and teaches non-transfer business courses.

Faculty Workload

Full-time faculty members are assigned between 43 and 48 instructional units (IUs) per academic year. IUs are computed based on six modes: lecture/discussion, lab/studio, shop, clinic/special program, other supervised educational experience, and stacked classes (Appendix 4.6). Instructors also may be granted up to five additional IUs of non-teaching activities to serve on specific committees, attend in-service workshops, plan programs, and perform other non-teaching activities.

Faculty Retention

According to Human Resources records, 42 full-time faculty members have retired and 27 have resigned since September 1992 (Appendix 4.7 and 4.8). Figure 4.2, No. Years Full-Time Faculty Employed at YVCC, shows 71 faculty members have nine or fewer years of service with the college, and 35 have fewer than five years of experience. Of the 69 people who left the institution during the last 10 years, over 60 percent did so because they retired. These figures indicate that a large number of instructors have remained at YVCC until retirement. This would also explain why so many current faculty members have fewer than 10 years of service.



Hiring Procedures

YVCC has hired nearly 65 percent of the current full-time faculty in the last nine years either through direct replacements due to retirements or resignations or for newly created positions. Seven faculty positions have been filled at the Grandview campus—five in Arts & Sciences and two in Counseling. Figure 4.3, Full-time Faculty FTE, shows the changes in faculty positions for three periods—1990, 1995, and 2000. Figure 4.3a, Student Annualized FTE, shows the changes in annualized enrollment for similar periods. For the three major divisions on campus, Arts & Sciences, Basic Skills (shown as Instructional Support in Figure 4.3), and PACE, the following comparisons can be made (Appendix 4.9–4.11):

Arts and Sciences. There has been an increase of 10.63 FTE faculty positions since 1990, while the student FTE is the same at 1,660. Five of the faculty positions were assigned to the Grandview campus. The other five-plus FTE positions were assigned in general requirement areas such as mathematics, English, and biology. Many of these positions are funded with Running Start dollars.

The seniority listing of 1991 shows that, of the 105 full-time faculty members, 97 percent (102) were tenured compared to 77 percent tenured or in tenure track in 2000. This 20 percent decline in tenured faculty may be partly explained by the fact that no soft-dollar full-time faculty positions in the Arts & Sciences Division existed until 1992 when faculty members began to be hired with Running Start funding.

Basic Skills. The FTE faculty positions increased by almost four between 1990 and 1995 and has decreased slightly since that time. Student FTE increased comparatively between 1990 and 1995. A larger percentage of student FTE decreased than did faculty FTE between 1995 and 2000.

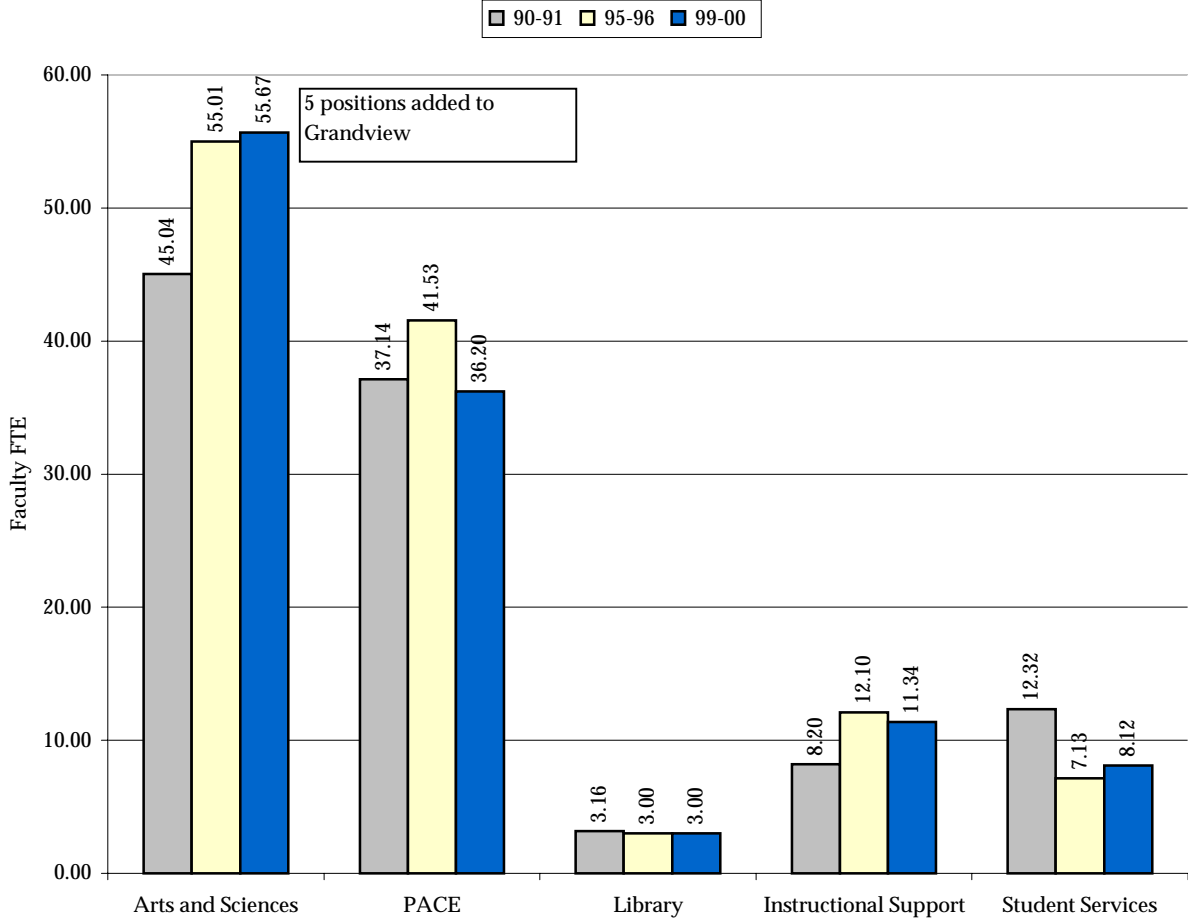
PACE. The faculty FTE decreased by almost one when comparing figures in 1990 to 2000 and decreased by over five when comparing figures in 1995 to 2000. Interestingly enough, the student FTE was at its lowest during 1995, the year of the highest faculty FTE in the comparison. Overall, the division increased 34 student FTE between 1990 and 2000. One explanation for this increase relates to program changes and eliminations (explained in detail in the PACE Division report in Standard Two). Many of the PACE program studies describe how the student-to-faculty ratio has increased in individual PACE programs.

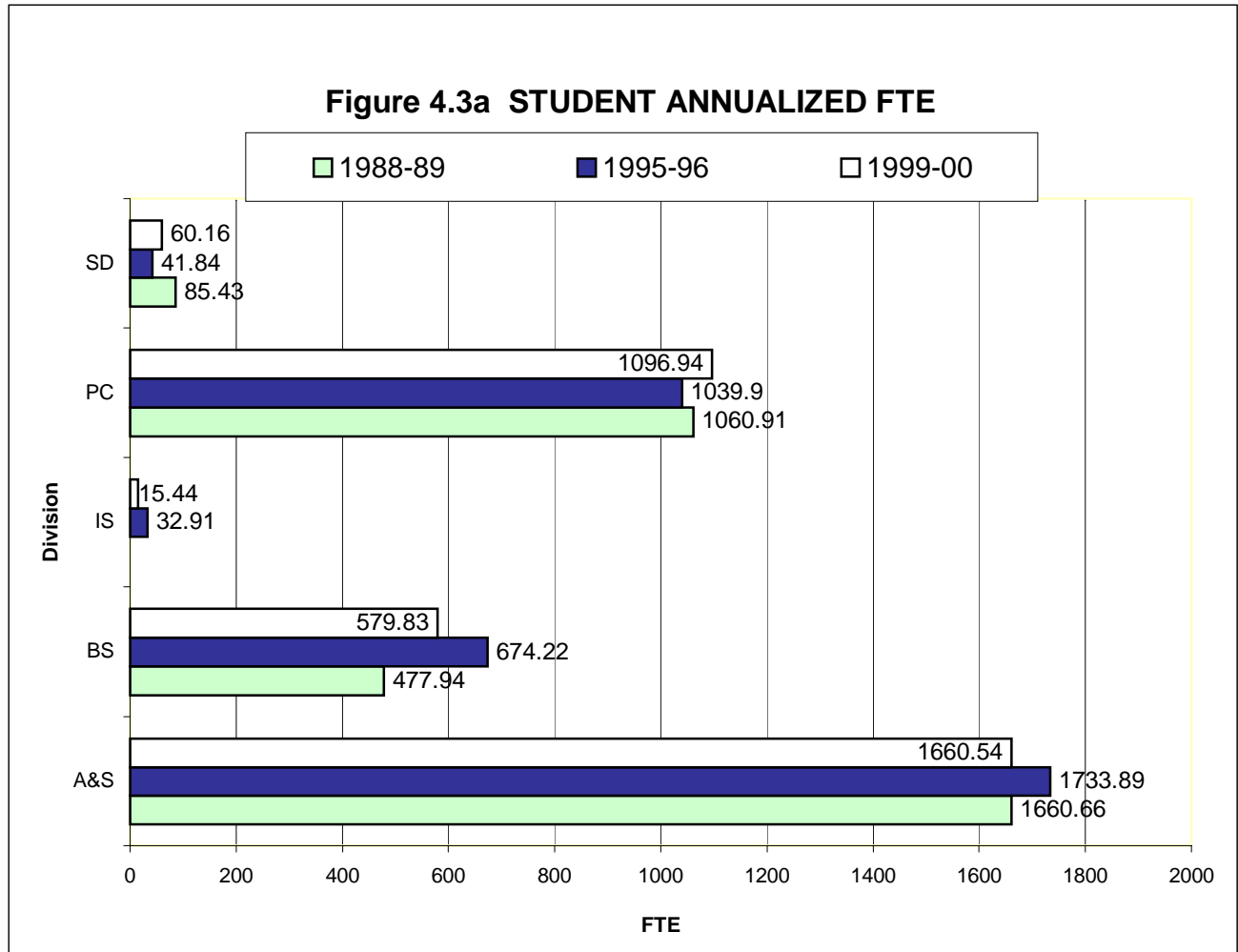
The hiring process for full-time faculty members is outlined in Appendix 4.12, Policy 4.3, “Hiring Full-time Instructors, Counselors, and Librarians.” The information also is available on the YVCC Web site.

Faculty members are involved throughout much of the hiring process. For example, they participate in developing the position descriptions, conducting the interviews, and identifying strengths and weaknesses of each job candidate. The six basic steps of the selection process are as follows:

1. When a vacancy occurs and the department head is informed that the new position is open, the appropriate faculty members and divisional dean develop a position description that will be sent to the vice president for instruction and student services and the president for approval. Human Resources then develops the position announcement and begins the recruitment process.
2. The position announcement is sent to the appropriate department, which has established a screening committee and an interview committee. The screening committee rates all applications to identify candidates who meet minimum qualifications.
3. The interview committee reviews and rates all applicants who met the minimum qualifications to establish a pool of candidates to interview. The interview committee then submits a list of candidates to be interviewed to the Human Resources Department along with potential interview questions and supplemental assignments related to the position for evaluation by the committee.
4. The committee conducts the interviews. Interview committees consist of faculty members in the department that has the vacancy, the division dean, and often staff members. Depending on the size of the department and the nature of the faculty vacancy, faculty members from other departments may participate. Sometimes community members and/or students also participate in the interview process.
5. Upon completion of the interviews, the committee submits a written critique of each of the candidates interviewed to the Human Resources Department. The critique will indicate each candidate's strengths and weaknesses pertaining to the position. The Human Resources Department is involved throughout the entire process and monitors the various steps.
6. Human Resources and the vice president for instruction and student services review all the candidates interviewed. The vice president then works with the president, who makes the final decision regarding which candidate will be hired.

**Figure 4.3 Full-time Faculty FTE
All Funding Sources**





SD – Student Development
 PC – Professional and Career Education
 IS – Instructional Support
 BS – Basic Skills
 AS – Arts and Science

PART-TIME FACULTY

According to the 1991 YVCC self-study, 198 part-time faculty members were employed that year. As of fall 2000, YVCC had 196 part-time faculty members (Appendix 4.13). Of those, 37 were adjunct (see Figure 4.4, Total Adjunct Faculty by Division). During the 1996 session, the Washington State Legislature passed a bill (SSB 6583) that allowed part-time instructors who meet eligibility requirements to receive benefits. Adjunct faculty members are part-time instructors who are eligible for benefits beginning the second consecutive quarter in which the assignment exceeds 7.167 IUs (Appendix 4.14). (*Note: The definitions for part-time and adjunct faculty members are provided for reporting purposes within the self-study; the distinction does not appear in the YVCFT Agreement.*)

Minimum qualifications for part-time faculty positions are the same as those for full-time positions. Of the 37 adjunct faculty members, 2 hold associate’s degrees; 18 have bachelor’s

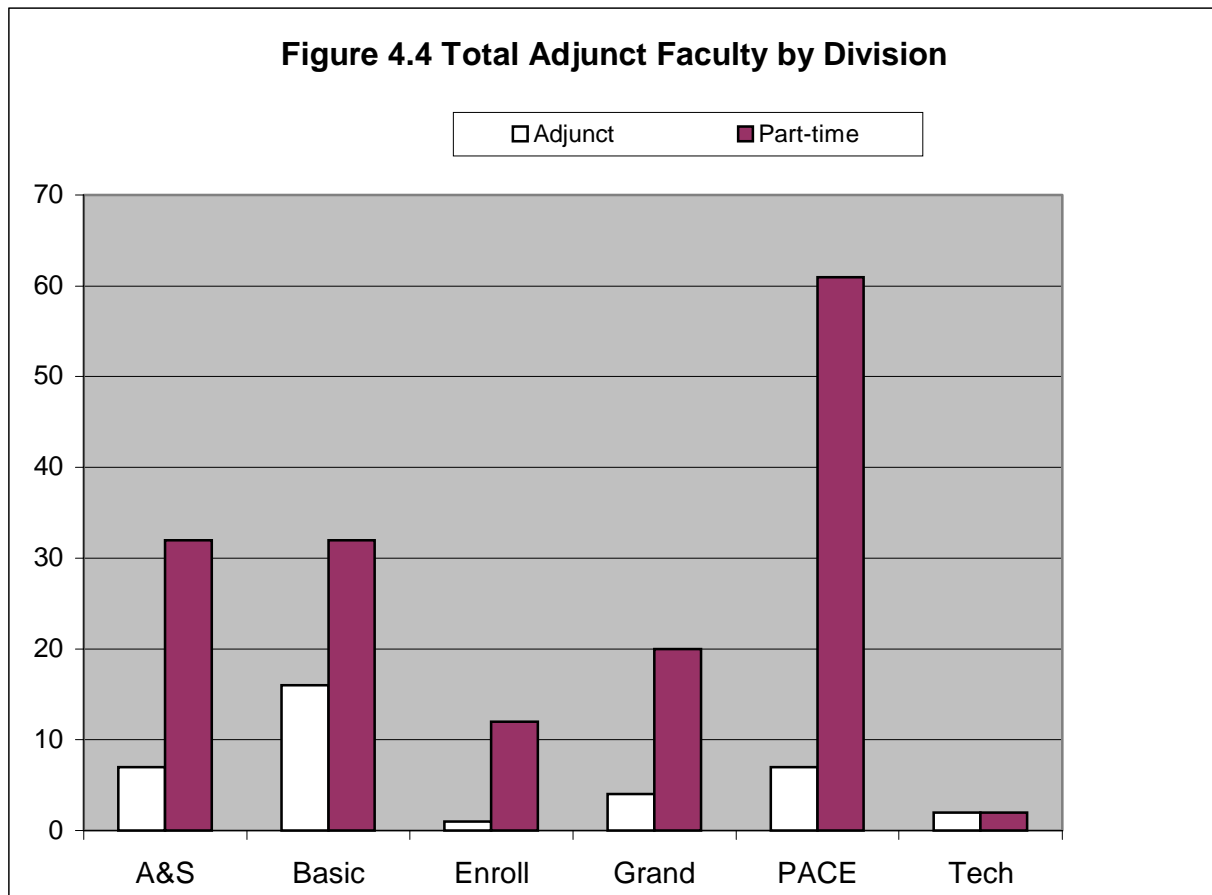
degrees; 16 have master’s degrees; and 1 has a doctorate (Appendix 4.15). The two adjunct instructors with associate’s degrees are dental hygienists who have specialized technical training.

Table 4.3, Part-time Faculty Profile, provides specific demographic data for both adjunct faculty and other part-time faculty members. In viewing the maximum number of years taught by part-time instructors, 29 and 39, one should note that those individuals are retired from full-time faculty positions, and the years taught full-time are included in the total teaching years. Part-time faculty members are paid on an IU basis. Currently, the IU rate is \$457, and the maximum number of allowable IUs per quarter is 10. Table 4.4, Part-time Faculty by Division, provides further demographic information on the composition of part-time instructors, including division assignment, gender, and protected status. Figure 4.4, Total Adjunct Faculty by Division, depicts the number of adjunct instructors compared to part-time instructors in each division.

Table 4.3 PART-TIME FACULTY PROFILE					
Fall 2000					
RANK	NUMBER	DEMOGRAPHIC DATA			GENERAL INFORMATION
PART-TIME FACULTY		F	M	Protected*	
Adjunct	37	28	9	2 33	Doctorate: 1 Master: 16 Bachelor: 18 Associate: 2 Maximum Yrs. Employed: 29 Minimum Yrs. Employed: 0 Median Yrs. Employed: 5
Part-time	159	77	82	30 77	Maximum Yrs. Employed: 39 Minimum Yrs. Employed: 0 Median Yrs. Employed: 3

*Protected: The first figure represents coded ethnic minority, disabled status, and veteran; the second figure represents the number of instructors over age 40.

Table 4.4 PART-TIME FACULTY BY DIVISION							
	Total	A&S	Basic	Enroll	Grand	PACE	Tech*
Adjunct	37	7	16	1	4	7	2
Males	9	4	1	1	0	2	1
Females	28	3	15	0	4	5	1
Part-time	159	32	32	12	20	61	2
Males	82	17	12	10	15	26	2
Females	77	15	20	2	5	35	0
Part-time coded ethnic minority	19	6	4	1	1	7	0
Part-time coded disabled status	0	0	0	0	0	0	0
Part-time coded veteran	11	1	3	1	2	4	0
Adjunct coded ethnic minority	1				1		
Adjunct coded disabled status	0						
Adjunct coded veteran	1		1				



* Although "Tech" (Technology Services) is not a division, these figures include staff members hired part-time to carry out distance-learning assignments.

Hiring Procedures

The Board of Trustees’ “Best Practices” policy states, “In order to provide access, decisions regarding the use of adjunct faculty will be based upon ensuring quality, providing expertise in specialized areas, maximizing community resources, building partnerships with professionals in the community, and accommodating student needs.” Another motion within the same policy indicates that the recruitment practice must have a structured application screening process that involves faculty members and college administrators consistent with YVCC’s affirmative action policies.

The process for hiring part-time faculty members is provided in Appendix H of the YVCFT Agreement as follows:

***Applications For Part-Time Academic Employment:** Applications for part-time academic employment shall be forwarded upon receipt by the District to the appropriate department head and dean for consideration and review. The department head (in consultation with the other members of the department) shall then recommend to the dean what courses (if any) the applicant, if certified, would be qualified to teach on a part-time basis. If the dean does not agree with the recommendation, the department head and the dean shall forward the dispute in writing to the Vice President of Instruction and Student Services for a final determination, which shall be in writing and which shall specify the grounds for the determination.*

***Certification:** Upon completion of the requirements...above, the department head and dean shall interview the applicant. (The department head may also include members of the department in the interview.) If both the department head and dean approve the applicant to teach the courses designated by operation...above, the applicant shall be deemed "certified" to teach such courses and may be employed by the District to teach them.*

FACULTY PARTICIPATION AND ROLE IN POLICY FORMATION

Faculty members from four groups (Groups I – IV) representing all disciplines participate in four standing committees (Curriculum, Hearing, Library, and Sabbatical Leave) recognized in the YVCFT Agreement. These academic planning and curriculum related committees are listed in Table 4.5, Committee Participants by Group.

Table 4.5 COMMITTEE PARTICIPANTS BY GROUP

CURRICULUM COMMITTEE	HEARING COMMITTEE	SABBATICAL LEAVE COMMITTEE
Kathy Ashworth – Group I	John DiBari – Group I	David Huycke – Group I
Erin Hayes – Group I	Mary Patrick – Group II	Erwina Peterson – Group II
Tim Jeske – Group I	Audrey Wedin – Group III	Darcy English – Group III
Rhonda Taylor – Group II	Bonnie Labbee – Group IV	Kathy Bauer – Group IV
Marcy Barnes – Group II		
Greg Gillespie – Group III		
Alphonso Lee – Group IV		

ALTERNATES

Dan Schapiro – Group I
 Heidi Shaw – Group I
 Ricardo Chama – Group I
 Pat Hakala – Group II
 Mary Patrick – Group II
 Patti Koluda – Group III
 Becky Scott – Group IV

LIBRARY COMMITTEE

Darin Murphy – Group I
 Barbara Bartz – Group II
 Mary Jane Hovis – Group III
 Tom Mount – Group IV

GROUP I	GROUP II	GROUP III	GROUP IV
Communications	Biology	Agriculture	Student Development
English	Dental Hygiene	Business (Economics, Office Occupations)	Learning Assistance (including ABE and ESL Literacy, but not transfer-level ESL)
Fine Arts/Philosophy	Family and Consumer Sciences (Home Economics, Home and Family Life)	Engineering	
		General Mechanics	
Foreign Language	Nursing	Professional Studies (Chemical Dependency, Law and Justice, Social Work, Education)	
History/Political Science	Radiologic Sciences		
Mathematics			
Physical Sciences			
Psychology			
Socio-Cultural Studies (Anthropology, Ethnic Studies, Latin American Studies, Sociology)			

Curriculum Committee. The Curriculum Committee consists of 14 voting members, seven of which are faculty members, with the vice president of instruction and student services serving as the ex officio chair. The committee is composed as follows: three department heads from Group I; two department heads from Group II; one department head from Group III; one department head from Group IV; the vice president of instruction and student services and four additional administrators appointed by the district; and two students appointed by the Associated Study Body.

A subcommittee of the Curriculum Committee, the Program Review Committee, consisting of the department heads on the Curriculum Committee and, when necessary, their alternates, serves to consider any proposal that an instructional, student service, or library program be changed substantially or eliminated.

Hearing Committee. The Hearing Committee is composed of one elected tenured faculty peer from each of the four groups, an administrator appointed by the president, and a student

appointed by the Associated Student Body. The general duty of the Hearing Committee is to submit recommendations for reduction in force or program elimination.

Library Committee. The Library Committee is composed of one elected faculty peer from each of the four groups. The committee makes recommendations to the library director regarding requests from academic employees and others for library acquisitions. The committee also serves as an advisory board for the library director and staff concerning the general operation of the library.

Sabbatical Leave Committee. The Sabbatical Leave Committee is composed of one elected faculty peer from each of the four groups. The committee establishes guidelines, in consultation with the college president, for academic employee sabbatical leave requests.

Faculty Participation in Academic Advising

All full-time faculty members are required to participate in student advising. Faculty members advise individual students and participate in student orientation sessions to train students as advising assistants. Each fall quarter on a designated day, no classes are held so that faculty members may meet with advisees. It appears the advising process is in flux, however. Technological advancements in the registration process allow students to register without seeking assistance from an adviser. According to a survey conducted by the office of the dean for student and enrollment services during winter 2000, faculty advisers indicated that only 43 percent of students were actually seeking out their academic advisers. Because of the technological advances, new strategies are being implemented to stress to students the importance of solid academic advising.

Institutional Governance

Faculty members participate in institutional governance through a variety of working groups such as the Program Review Committee (described above), the President's Council, and tenure review committees. On an as needed basis, faculty members also serve on ad hoc committees such as DARC (the Distribution and Reconciliation Committee), the Assessment Committee, and the Accreditation Steering Committee.

The President's Council. This council is comprised of a cross-section of all YVCC employee groups, divisions, and departments. The purpose of the President's Council is to provide open discussion and feedback to the college president and input into the decision-making and planning processes on topics of importance to the college. Faculty members currently serving on this committee represent groups I, II, and IV.

Tenure Review Committees. Each tenure track faculty member has a five-member tenure review committee. Each committee is comprised of three tenured faculty members, the administrative supervisor, and a student. During 1999–2000, faculty members participated on 21 tenure review committees. There were nine first-year probationers, six second-year probationers, and six third-year probationers. See Table 4.6, 1999–2000 Tenure Review Committee Membership for YVCC Probationers, for a list of probationers and committee members.

**Table 4.6 1999–2000 TENURE REVIEW COMMITTEE MEMBERSHIP
FOR YVCC PROBATIONERS**

BATALI, MICHAEL (first-year – hired 9/13/99) (101-011-3308)	<u>R. Taylor, Chair</u> P. Koluda R. Wolff K. Toland Kristin Heily, St.	HUYCKE, DAVID (second-year – hired 9/12/94) (101-011-2530)	<u>J. DiBari, Chair</u> B. Bartz W. Dulin A. Clark Kay Bingham, St.
BEAUDRY, CHRIS (second-year – hired 9/14/98) (101-011-3403 - 70%) (145-111-1H24 - 30%)	<u>M. Cousens, Chair</u> K. Ashworth M. Barnes K. Toland Crystal Short, St.	LOPEZ, GEORGE (third-year – hired 9/15/97) (101-011-2534)	<u>G. Perryman, Chair</u> C. McCallum D. Lewis A. Clark Kristin Heily, St.
BROOKES, LARRY (first-year – hired 9/13/99) (101-011-3311)	<u>M. Cousens, Chair</u> G. Hodge S. Myers K. Toland John Giovanini, St.	MIRMAN, DAVID (first-year – hired 9/13/99) (101-011-2535)	<u>K. Ashworth, Chair</u> B. Bartz J. Kjellman A. Clark Matt Knight, St.
BROWN, MICHAEL (first-year 1/3/00) (101-011-2535)	<u>M. Harves, Chair</u> E. Hayes R. Pinon A. Clark Julie Turner, St.	RAMIREZ, RAQUEL (third-year – hired 9/15/97) (101-011-5610)	<u>S. Wilkins, Chair</u> M. Brunelle P. Ferguson D. Bristow Kanari Tomizawa, St.
CASEY, KELLY (third-year – hired 9/15/97) (101-011-2530)	<u>K. Ashworth, Chair</u> M. Harves C. McCallum A. Clark Wade Ricard, St.	RANTANEN, ECHO (first-year – hired 9/13/99) (101-011-3308)	<u>P. Koluda, Chair</u> G. Gillespie C. Terk K. Toland Jesse Romero, St.
DELBRIDGE, JOHN (second-year – hired 9/14/98) (101-011-4000)	<u>M. Fuzie, Chair</u> P. Ferguson J. Vidales T. Leas Rhonda Catlin, St.	RUDNICK, ISIDORE (first-year – hired 9/13/99) (101-011-2504)	<u>S. Peterson, Chair</u> E. Hayes H. Shaw A. Clark Theresa Leonard, St.
ENGLISH, DARCY (third-year – hired 1/6/92) (101-011-3315)	<u>P. Koluda, Chair</u> M. Cousens G. Gillespie K. Toland Angela Morfin, St.	SHEAN, BLAIR (second-year – hired 9/14/98) (101-011-2535)	<u>M. Harves, Chair</u> J. DiBari S. Peterson A. Clark Kristin Wallawine, St.
FIKE, LAWRENCE (first-year – hired 9/13/99) (101-011-2505)	<u>Erin Hayes, Chair</u> E. Anderson D. Lewis A. Clark Raymond Marvin. St.	STRONG, WALLACE (third-year – hired 3/30/98) (101-011-2523)	<u>E. Peterson, Chair</u> E. Anderson B. Labbee A. Clark Emily Washines, St.
GIORDANENGO, SAMUEL (first-year – hired 9/13/99) (101-011-4000)	<u>Mike Kenyon, Chair</u> D. Murphy J. Vidales T. Leas Teri Lain, St.	TWADDLE, JANE (first-year – hired 3/27/00) (101-011-3310)	<u>J. Foster Goodwill, Chair</u> M. Fuzie P. Koluda K. Toland Mark Bartley, St.
HOVIS, MARY JANE (second-year – hired 9/14/98) (101-011-3307)	<u>A. Wedin, Chair</u> P. Koluda R. Roddy K. Toland Tracy A. Ball, St.	WEDAM, SUE (third-year – hired 9/15/97) (101-011-3309)	<u>G. Gillespie, Chair</u> M. Harves J. Norton K. Toland Misty Vessey, St.
May 2, 2000		WIDNER, JILL (second-year – hired 9/13/93) (101-011-2510)	<u>G. Koestler, Chair</u> R. Fisher I. Wiehl A. Clark Sandy Macias, St.

FACULTY DEVELOPMENT

Professional Development

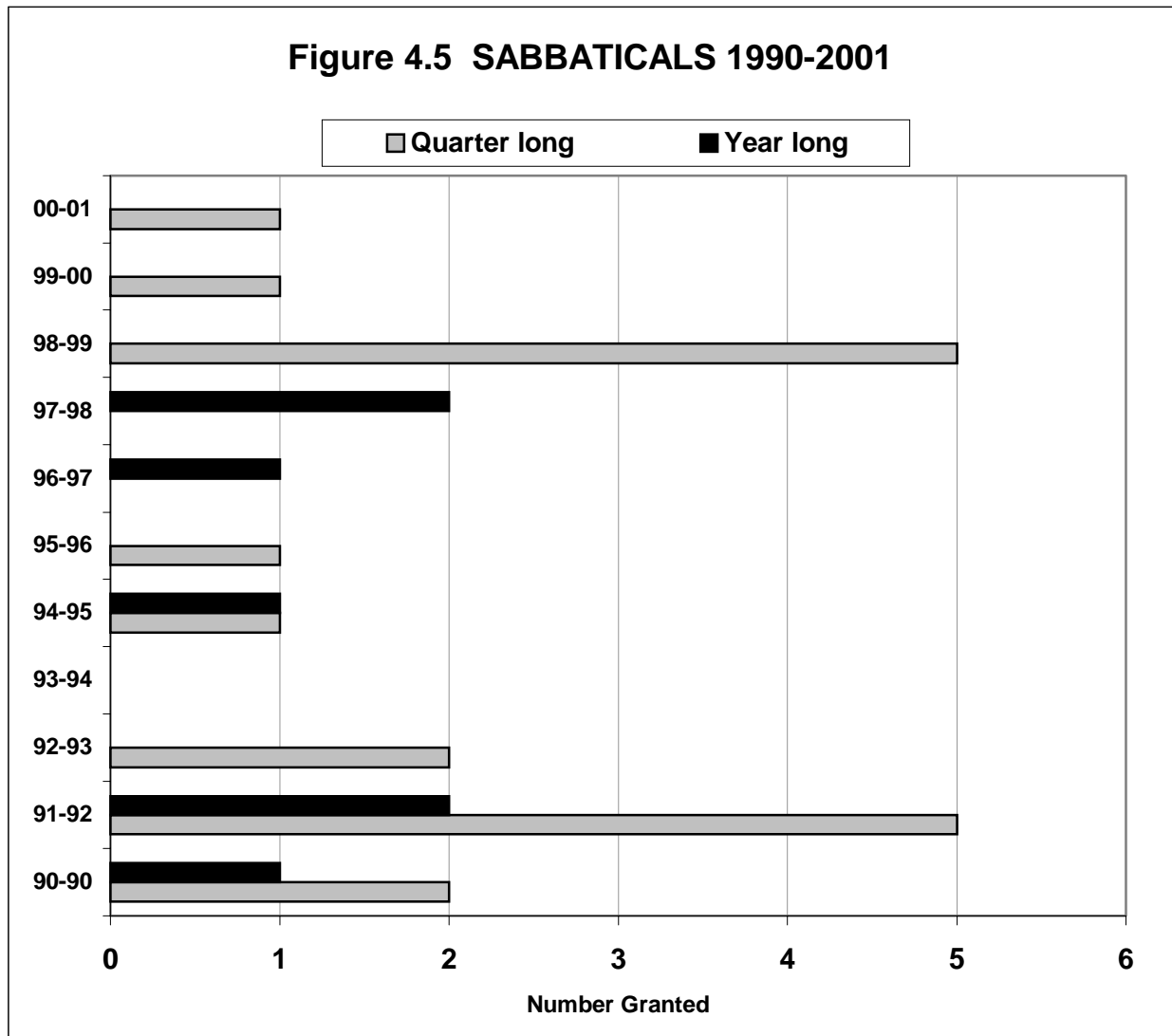
The YVCFT Agreement, Article 14.1, provides for short-term, non-cumulative professional leave for all academic employees to attend meetings of professional organizations in their disciplines or occupational specialties and to make visitations in the state of Washington or neighboring states to observe methods, approaches, and techniques related to the coordination of programs and/or improvement of instruction or service to students.

A survey conducted in spring 2000 asked full-time faculty members to list professional development activities that they participated in between 1998 and 2000. The survey results are included in Appendix 4.16 and contain a significant breakdown by faculty member, highlighting information about scholarship, research, and artistic creation as well as formal coursework, workshops, and field experiences. Table 4.7, Faculty Activities 1998–2000, provides a summary of those responses divided into three categories: (A) coursework from an accredited college or university, (B) conference/seminar/workshop participation, (C) work/field experience, research/development, or publishing. The table shows that of the 66 faculty members who responded, the majority indicated participation in (B) conference/seminar/workshop. Because members of the Professional and Career Education faculty are required to be vocationally certified, records for the PACE Division are maintained on a separate database that is audited by the state board.

Table 4.7 FACULTY ACTIVITIES			
1998–2000			
Division	Category A	Category B	Category C
	Formal Coursework	Conference, Seminar, or Workshop	Work/Field Experience, Research/Development, or Publishing
Arts & Sciences	0	39	24
Basic Skills	0	10	5
Counseling	0	1	0
Grandview	0	12	2
Library	0	0	0
PACE	18	140	38
Institutional Totals	18	202	74

Sabbatical Leave

Yearly, up to 4 percent of the full-time academic employees may be granted sabbatical leaves for one, two, or three quarters for the purpose of planned travel, formal education, research, writing, or other experience of professional value. Figure 4.5, Sabbaticals 1990–2000, shows that 7 yearlong and 18 quarter-long sabbaticals were granted (Appendix 4.17). The data shows that, despite the current financial circumstances, faculty members continue to participate in quarter-long sabbaticals.



Financial Resources

In 1991, more than \$25,000 per year was expended for staff development (Appendix 4.20). Despite the current financial situation of the college, budget records indicate that \$48,951 was expended during 2000–2001, through instructional department budgets, for travel and registration fees (Appendix 4.18). The YVCC Foundation presented \$100,000 in matching funds to the State of Washington Exceptional Faculty Awards Program, making a total of \$200,000 in the fund. Another \$50,000 in matching funds is being provided, which will make the endowment worth \$300,000 (Appendix 4.19). The process for distributing these funds is subject to collective bargaining and is being negotiated. The discussion will center around the district's intent to focus on dollars for faculty professional development available to a large number of faculty members, particularly part-time instructors who desire development in areas of importance to the college.

FACULTY COMPENSATION

YVCC has two salary schedules, a junior and a senior schedule. Once faculty members are placed on the junior schedule, they remain on that schedule until they have completed three years of full-time service. Then they are moved to the senior schedule. Movement of faculty members on the senior schedule is based on incremental and cost of living adjustments.

Initial Placement

New employees are initially placed on the junior schedule on the basis of experience in the employee's discipline or field, teaching and/or vocational experience, and educational credits. Table 4.8, Guidelines for Salary Placement, and Table 4.9, Junior Salary Schedule, explain how the initial placement is determined and the compensation assigned to each step. When evaluating experience, for example, previous experience teaching at the college level is counted year for year, while high school level teaching experience is equated to one year for every two years of high school level experience.



Table 4. 8 GUIDELINES FOR SALARY PLACEMENT				
Yrs of Experience**	Less than B.A. but meets min quals²	B.A. but meets min quals²	M.A.	Ph.D.
0 - 5	J-5	J-5	J-5	J-5
6-8	J-5	J-5	J-4	J-3
9-10	J-5	J-4	J-3	J-2
11	J-4	J-4	J-3	J-2
12	J-4	J-4	J-2	J-1
13-14	J-4	J-3	J-2	J-1
15	J-4	J-3	J-1	J-0
16-17	J-3	J-3	J-1	J-0
18+	J-3	J-3	J-0	J-0
<u>Educational Background</u>		<u>Experience Evaluation**</u>		
9 Earned doctorate degree from an accredited college or university or an advanced degree in a second discipline beyond the initial master's degree—one step added to initial placement. 10 Bachelor's degree or less—initial placement will not be above J-3. 11 The institution reserves the right to make exceptions in initial placement based on exceptional circumstances.		12 FT College Teaching—1:1 13 PT College Teaching—convert to FTE x .75 14 FT High School Teaching—1:2 15 Experience specifically related to teaching assignment—1:2 (credit for instructionally related work experience, except part-time college teaching, will be limited to full-time experiences of one year's duration or greater) 16 PT College Teaching Assistant—1:3 17 PT Instructional Technician—1:3		

Table 4.9 Junior Salary Schedule July 2000	
J-0	\$48,966
J-1	\$48,316
J-2	\$47,666
J-3	\$46,366
J-4	\$45,066
J-5	\$43,766

Movement from the Junior Salary Schedule to the Senior Salary Schedule. Academic employees placed on the junior salary schedule receive cost of living adjustments only. They are eligible, however, to move to the senior salary schedule at the beginning of their tenth quarter. That movement will be to the next higher salary level on the senior salary schedule.

Movement on the Senior Salary Schedule. When the State Board for Community and Technical Colleges allocates an appropriation exclusively designated for increments, the first priority is to move eligible faculty members from the junior to the senior salary schedule. The remaining allocation is used to increase the base salary of each employee on the senior salary schedule towards the next higher salary level by an equal dollar amount (see Table 4.10, Senior Faculty Salary Schedule).

Table 4.10 SENIOR FACULTY SALARY SCHEDULE, JULY 2000								
SALARY LEVEL	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F	STEP G	STEP H
S-00	\$49,616	NA						
S-0	\$48,966	\$49,095	\$49,285	\$49,378	\$49,403	\$49,485	\$49,568	NA
S-1	\$48,316	\$48,351	\$48,458	\$48,753	NA			
S-2	\$47,099	\$47,158	\$47,536	\$47,878	\$48,068	\$48,161	\$48,268	NA
S-3	\$45,799	\$45,858	\$46,236	\$46,578	\$46,768	\$46,861	\$46,968	\$47,051
S-4	NA	\$44,936	\$45,278	\$45,468	\$45,561	\$45,668	\$45,751	NA

Compensation Comparisons

According to the state board, “The average salary for full-time faculty in Washington community and technical colleges was \$42,371 for nine months teaching in 1999-00” (Appendix 4.21). The same report showed average faculty salaries for fall quarters. In 1997, the state average was \$40,518 with YVCC ranking third among the 33 colleges at \$43,897. In 1999, the state average was \$42,371 with YVCC ranking ninth at \$43,743. Even with this decrease in state ranking, for the past 10 years YVCC salaries have been and continue to be above the state average and can still attract prospective faculty members. The salary schedule for YVCC begins at a low of \$43,766. Table 4.11, Full-time Faculty Salary Analysis, provides a statistical breakdown of the current full-time faculty salaries. There is only a \$5,850 difference between the lowest salary (J-5) of \$43,766 and the highest salary (S-00) of \$49,616. For a list of salaries, see Appendix 4.22.

Table 4.11 Full-time Faculty Salary Analysis				
Winter 2001				
Faculty	No. Faculty	Mean	Median	Mode
Senior Faculty Schedule	79	\$47,645.37	\$47,158.00	\$49,616.00 (25 faculty)
Junior Faculty Schedule	30	\$45,174.33	\$45,066.00	\$43,766.00 (14 faculty)
Total Full-time Faculty	109	\$46,965.27	\$47,158.00	\$49,616.00

Faculty members can be compensated for special or extra responsibilities through supplemental contracts. In 1999–2000, the college expended \$324,093.31 on supplemental assignments related to accreditation work, guest lecturing, mentoring, orientation, grant work, curriculum development, program coordination, lab coverage, and two miscellaneous categories both of which were instruction related. (*Note: In order to protect employee privacy, faculty data related to special contracts is available only in Human Resources. A mockup of the database information is provided in Appendix 4.23.*)

Part-time Faculty Compensation

Part-time faculty members are compensated based on the number of instructional units taught. Teaching up to 10 IUs in a quarter constitutes part-time instruction (Appendix 4.24). Part-time faculty members in the Basic Skills Division are eligible to teach 11 IUs during fall quarter due to the contact hour calculation (mode) for ABE/ESL classes. According to the state board, the average part-time salary in 2000 for Yakima was \$19,845, while the system average was \$23,162 (Appendix 4.25).

FACULTY EVALUATION

The YVCFT Agreement addresses evaluation in three sections: Article 10 refers to tenure considerations, Article 12.3 to part-time faculty, and Article 15.3 to full-time faculty evaluation (Appendix 4.26–4.28). All faculty members are evaluated by the dean of their assigned division based on requirements outlined in the YVCFT Agreement and by the Commission on Colleges. Two types of faculty evaluation occur: routine (or formative) evaluation and more formal (or disciplinary) evaluation.

Formative evaluation is not disciplinary in nature and must be conducted for each full-time faculty member at least once during the life of the YVCFT Agreement (currently every three years). Multiple indices of evaluation are used which include the following:

Supervisor Evaluation: A summary by the supervisor which contains the supervisor’s overall evaluation of the employee’s performance of duties contained in the job description (Article 8.1, 8.2, or 8.3 of the YVCFT Agreement).

Student Evaluation: Student evaluations are conducted in the classroom setting; results are summarized and include student comments.

Faculty Self-Evaluation: This may include information such as ways the individual supports the YVCC mission and vision; contributions to the college as a whole; strengths, areas of desired growth, and instructional goals; strengths, areas of desired growth, and goals with regard to interpersonal relationships with students, staff members, and the public; and non-classroom activities that support departmental and campus wide endeavors.

The instructor and the dean then sign and date the evaluation which includes the following standard stipulation:

I acknowledge receipt of this material and have been provided an opportunity to review it and to append answers and/or add other materials to it. I understand that my signature above does not necessarily imply my agreement with any statement contained in the material and that this material will be placed in my personnel file.

Faculty members may append answers to any charges, complaints, or statements contained in the evaluation—the provisions are in the YVCFT Agreement, Article 15.1 and 15.3.

Student evaluations are conducted on part-time faculty members the first quarter they teach and then at least once during the life of the agreement.

Information from formative evaluations may indicate that further evaluation is warranted. Formal evaluation occurs when disciplinary action may be contemplated; at that point the evaluation becomes clearly designated as such for the purpose of progressive discipline.

ACADEMIC FREEDOM

When the current YVCFT Agreement, dated July 1999, was being negotiated, substantial conversations regarding academic freedom were held. Negotiations resulted in the current contract language found in Article 8.16:

***Academic Freedom:** Academic employees are free to pursue scholarly inquiry without undue restriction and to voice and publish their conclusions concerning the significance of evidence they consider relevant. District administrators and the faculty both recognize a mutual interest in ensuring that academic employees must be free from the fear that others, inside or outside the District, may threaten their professional careers or the material benefits accruing from those careers. Accordingly, these employees are entitled to freedom in the classroom in presenting the subjects they teach and shall be free to select and use textbooks that they deem suitable for such presentation. They shall be free from institutional censorship or discipline when they speak, write, or act, provided that they shall strive to be accurate, to exercise appropriate restraint, to show respect for the opinion of others, and to avoid creating the impression that they speak or act for the District when they speak or act as private persons. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge. Because the accuracy of tape recordings cannot be verified, no tape recordings of any class session shall ever be used against an academic employee in any impeachment proceeding or in any dismissal, disciplinary, or personnel action. Faith in the academic employee should find a place in the administrative regulations of the District and their day-to-day application in recognition of the academic employee's professional judgment and good will.*

In any challenge to a grade issued by an academic employee, the presumption shall be

that the grade is correct, and the District shall not change the grade without just cause. All grade challenges that cannot be resolved through informal consultation between the student and the academic employee shall be addressed through the provisions of Section 15.2.

It is important to note that no grievances regarding academic freedom have been filed in at least the last seven years, according to the vice president for instruction and student services. The YVCFT president confirmed that faculty members have filed no grievances related to academic freedom.

Analysis and Appraisal

Strengths

- **Full-time to Part-time ratio.** YVCC has a higher percentage of full-time faculty members than the state average—65 percent FTE versus 58 percent.
- **Faculty Positions.** Even with the projected budget shortfall YVCC is facing, the college has replaced positions and created new full-time positions. Since 1991, an additional six full-time faculty positions have been added.
- **Faculty Retention.** Generally, faculty members seem satisfied with their employment and working conditions. Significant changes have occurred at YVCC in the last 10 years with 41 faculty members retiring and 71 new faculty members being hired. With these personnel changes have come new curriculum, more mentoring opportunities, and program changes.
- **Faculty Development.** The YVCC Foundation has matched the State of Washington Exceptional Faculty Awards Program to make funds available from a \$300,000 endowment to promote faculty excellence.
- **Data Tracking.** The accreditation process has encouraged the Human Resources personnel (as well as others) to develop a more sophisticated data tracking process.
- **Faculty Compensation.** YVCC full-time faculty salaries remain in the top 10 averages within the state. Since there is only a \$5,850 difference between the top and bottom of the salary schedules, the college is able to attract competent faculty members.

Challenges

- **Professional Development.** Despite budget concerns, faculty members have participated in a variety of professional development activities as illustrated in Appendix 4.16, Faculty Activities for 1998–2000. However, since 71 new faculty members have been hired in the last 10 years, there is an increased need for more faculty development funds.
- **Funding Sources.** The statewide trend to fund faculty members through non-state allocated soft dollars has impacted the traditional concept of tenure (hard-dollar funded positions). The hard-dollar funded positions have afforded new faculty members peer review through the established tenured process. Soft-dollar positions are not governed by the tenure review process and therefore not accorded peer review. Funding through local resources is significantly greater than it was 10 years ago. Local resources include tuition, Running Start, International Students, Worker Retraining, Carl Perkins, WorkFirst, and special purpose state allocations. It appears that these funding sources will continue to be a significant portion of future budgets.

- **Staffing Issues.** Geography and demographics of the YVCC service district severely limit the pool of potential part-time instructors. Although it appears that institutionally the full-time to part-time ratio of faculty members is adequate, this recruitment problem is identified in division and individual program self-studies.
- **Data.** For the purposes of this report, finding comparative and appropriate data has been problematic.

Recommendations and Actions Taken

Recommendations	Actions Taken
Continue to seek funding for professional development.	<ul style="list-style-type: none"> • Foundation matched grant for faculty excellence. • Accorded Title III Grant, 1993–1998. • Seeking Title V Grant.
Develop peer review process for all full-time faculty members.	<ul style="list-style-type: none"> • No action at present.
Further develop and maintain faculty databases.	<ul style="list-style-type: none"> • Human Resources data has been made more accessible at the division level.

Appendices

- 4-1 Ed Degrees by Institution
- 4-2 Board of Trustees Policies on Part-Time
- 4-3 Institutional Staffing
- 4-4 Human Resources Fall 2000 Database: Demographics, CIP, Ed Levels.*
- 4-5 1991 Faculty Profile
- 4-6 Article 9.1 and Appendix A of *Faculty Agreement*
- 4-7 Faculty Position Activity Reports 1992-2000
- 4-8 No. FT Faculty Versus Years Employed
- 4-9 FTE Student and Faculty Data Packet 1990-00
- 4-10 1991 Self-Study VII, pages 6-18
- 4-11 Seniority Listings 1991 and 2000
- 4-12 Policy 4.3 Hiring F/T Instructors, Counselors, and Librarians
- 4-13 Human Resources Fall 2000 Database*
- 4-14 Benefit Eligibility Policy
- 4-15 Adjunct Faculty CIP and Ed Levels
- 4-16 Faculty Activities 1998-2000
- 4-18 Sanchez Memo, 2/13/01
- 4-18 Budget Office email 4/24/01
- 4-19 Foundation Packet
- 4-20 1990 Self-Study VII, 1
- 4-21 State Board Report 1997-99
- 4-22 Full-Time Faculty Salary Levels*
- 4-23 Faculty Special Assignments Database Sample
- 4-24 *Faculty Agreement* Article 12.5
- 4-25 WCTC Annualized Part-Time Faculty Salary Funding
- 4-26 *Faculty Agreement* Article X—Tenure
- 4-27 *Faculty Agreement* Article 15.3
- 4-28 *Faculty Agreement* Article 12.3

Materials in the Resource Room

- 4.1 Ed Degrees by Institution
- 4.2 Board of Trustees Policies on Part-Time
- 4.3 Institutional Staffing
- 4.4 Human Resources Fall 2000 Database: Demographics, CIP, Ed Levels.*
- 4.5 1991 Faculty Profile
- 4.6 Article 9.1 and Appendix A of *Faculty Agreement*
- 4.7 Faculty Position Activity Reports 1992-2000
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- 4.21 State Board Report 1997-99
- 4.22 Full-Time Faculty Salary Levels*
- 4.23 Faculty Special Assignments Database Sample
- 4.24 *Faculty Agreement* Article 12.5
- 4.25 WCTC Annualized Part-Time Faculty Salary Funding
- 4.26 *Faculty Agreement* Article X—Tenure
- 4.27 *Faculty Agreement* Article 15.3
- 4.28 *Faculty Agreement* Article 12.3

STANDARD FIVE: PART A—LIBRARY AND INFORMATION RESOURCES

OVERVIEW

The Yakima Valley Community College Library and Media Services Department provides valuable resources to the college community in support of the institutional mission statement. Integral to instruction, Library and Media Services supports teaching and learning experiences by providing information systems and materials needed for the intellectual, cultural, and technical development of YVCC students.

The department includes Raymond Library, located in Raymond Hall; a small collection of reference books and computers for accessing electronic and print resources at the Grandview facility; and Media Services housed in Palmer Hall.

PURPOSE AND SCOPE

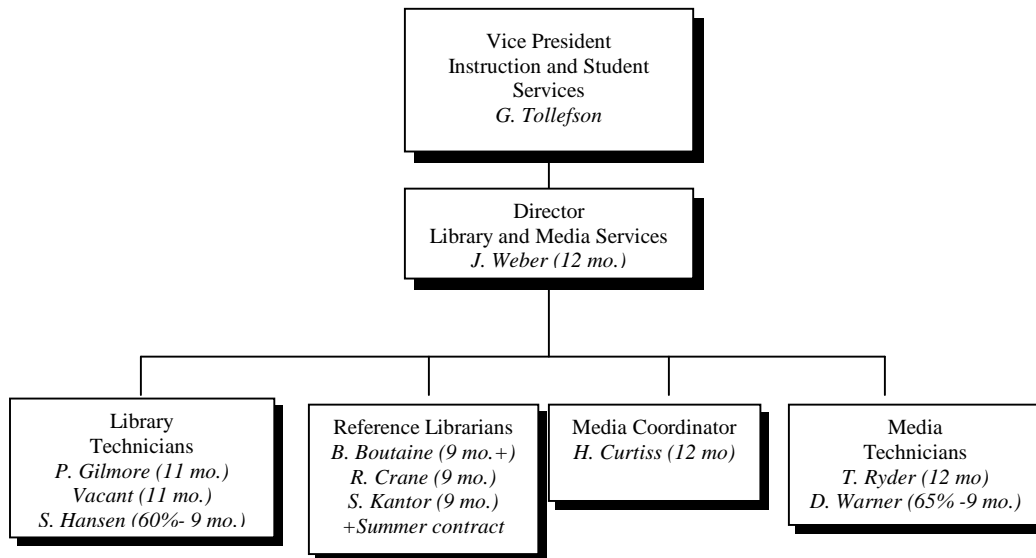
The Library and Media Services Department helps students understand the value of information in today's society and workplace. This is accomplished by teaching students information competency skills—the abilities to find, analyze, and use needed information. The department designs, delivers, and supports excellence in the classroom by providing instructional programs as well as high quality collections and equipment for YVCC students, faculty, and staff.

The Yakima campus Library and Media Services hours are from 7:30 a.m. to 9 p.m., Monday through Thursday; 7:30 a.m. to 4:30 p.m. on Friday; and noon to 6 p.m. on Sunday. Hours at the Grandview facility correspond with operational hours of the Grandview campus.

The Library and Media Services staff on the Yakima campus consists of six classified employees, three full-time faculty reference librarians, and a library director. Three classified employees work in Raymond Library, and three work in Media Services. The director, media coordinator, and one media technician are employed 12 months, while all other employees work 11 months or less. No Library and Media Services staff members are assigned on a regular basis to the Grandview campus library.

The administrative organization of Library and Media Services is illustrated in Figure 5.1.

Figure 5.1 LIBRARY AND MEDIA SERVICES ORGANIZATION CHART



Note: The Technology Services Department, supervised by the director of technology and distance learning, is discussed in Section B of this report.

MISSION AND GOALS

The Library and Media Services mission is *to meet the information needs of students and employees by providing access to information, retrieval services, and a supportive staff in a dynamic user-friendly environment.*

The department fulfills this mission by:

- Providing relevant and organized collections of print, non-print, electronic, and other resources that support the information needs of students, faculty, and staff.
- Helping students learn to use the library, information resources, and information technology effectively.
- Helping develop information competency skills in students, enabling them to find, analyze, and use needed information.
- Improving library services, collections, and resources through regular assessment of their quality, appropriateness, and utilization.
- Providing clean, comfortable, barrier-free facilities that encourage use of the library and afford maximum access to resources.
- Maintaining effective library management through administrative planning in accordance with established library principles and college policy.

The Library and Media Services Department annually sets specific goals that support department and institutional mission statements. Appendix 5.1 provides a list of goals for 2001–2002.

ANALYSIS AND APPRAISAL

INFORMATION RESOURCES

Book Collections

Collections are an essential component of any community college library. To support student success in courses, YVCC Library and Media Services offers print, non-print, and electronic resources that are adequate, up-do-date, readily available, and relevant.

Librarians continually update the collection, within limits of the library budget, to meet student information needs. They also work with faculty members to assess and develop collections that meet the curricular requirements of specific assignments and courses. Librarians actively encourage faculty members to participate in the acquisition and “weeding” or de-selection process for their disciplines. During the weeding process, librarians identify and fill subject gaps as the budget allows. Material from the collection that is lost or long overdue is appropriately replaced with a duplicate or updated title.

Recommendations are welcome from all members of the college community, including students, instructors, and staff members. Request cards for print materials are available in the library. In addition, faculty members receive periodic reminders, inviting them to suggest titles to add to the library’s collection (Appendix 5.2 & 5.3). New faculty members are given further encouragement to recommend titles. During convocation week, for example, they are invited to request \$500 worth of videos and \$500 worth of books. Shortly after the quarter begins, the library director sends a follow-up memorandum reiterating the offer (Appendix 5.4 & 5.5). Faculty members may submit requests for video titles directly to the media services coordinator; formal order cards are not necessary.

To evaluate new library resources, librarians consult book review sources such as *Baker & Taylor Title Source* (an Internet delivered product which the library began using in fall 2000), *Choice*, and *Library Journal* (two professional periodicals). Each librarian is responsible for recommending new acquisitions and de-selection material in several specific subject areas, as well as selection material for the overall collection. They also are responsible for maintaining a viable, dynamic reference collection and recommending titles to include or exclude from the print periodical collection. Resources regularly borrowed through interlibrary loans are evaluated as potential resources for the collection and purchased as funds allow.

Library staff members purchase all resources in accordance with the library material selection guidelines (Appendix 5.6). This document also provides written procedures for de-selection and gifts.

Compared to national library statistics prepared by the Association of College and Research Libraries (ACRL) from 1999, the YVCC collection size (Table 5.1) is below the mean collection size of 45,154 volumes (Appendix 5.7).

Table 5.1 COLLECTION SIZE*(in volumes)*

	1994–95	1995–96	1996–97	1997–98	1998–99	1999–00	2000–01
Books	30,489	31,683	31,985	32,052	33,186	35,596	36,080

To complement the collection, the YVCC library participates in a reciprocal borrowing agreement with other Washington State community and technical colleges. The University of Washington extends borrowing privileges to community college faculty in Washington. In addition, both Yakima hospital libraries extend services to YVCC students (Exhibit 5.11).

Periodical And Newspaper Collections

Periodical resources are provided in a variety of formats. In September 1994, the library subscribed to Proquest, a CD-ROM periodical delivery system produced by University Microfilms, which indexed several thousand periodical titles and newspapers and provided full text for approximately 1,200 titles. The subscription included two copies of the CD-ROMs, one for Yakima and one for Grandview. In fall 1997, Proquest became an Internet subscription service. Both campus libraries maintained a backup copy of the CD-ROM product for one year. Then in October 1998, the Washington State Library used funds from the Library Services and Technology Act to help defray the cost of Proquest products for every Washington State library. Proquest products currently used at YVCC include the following:

- *Proquest Career and Technical Education*: Indexes over 330 full-text journals covering automotive, electronic, and computer technology; building trades; office skills; and medical, nursing, pharmacy, and veterinary technology. Provides access to many Northwest and national newspapers, including *The New York Times*, in a three-month rolling file.
- *Proquest Direct*: Indexes and abstracts over 2,300 journals, of which over 1,500 are available full-text; 17 Washington newspapers; and several national newspapers, including 90 days of *The New York Times*.
- *ABI Inform*: Provides more than 700 publications on every major industry, including finance, insurance, transportation, construction, and many more.

Proquest is available to any currently enrolled student and all college employees from any computer with Internet access, as well as from the library computers on the Yakima and Grandview campuses.

To further meet the information needs of YVCC students and faculty members, the Yakima campus library maintains approximately 80 hard copy periodical subscriptions; 4 newspapers (the *Seattle P.I.*, *U.S.A. Today*, *The Wall Street Journal*, and the *Yakima Herald-Republic*); a collection of microfilm cartridges (InfoTrack); and several microfilm reel periodical titles.

Use of Proquest has decreased during 2000–2001, as shown in Table 5.2.

Table 5.2 PROQUEST USAGE

Delivery Type	Format	Quantity	Quantity	Quantity
		1998–1999	1999–2000	2000–2001*
Electronic Mail	Abstract	643	1,117	671
Electronic Mail	Citation	6	11	16
Electronic Mail	Full Text	2873	6,776	6,955
Fax	Full Text	1	3	2
Fax	Page Image	na	6	1
On-Line Display	Abstract	14,270	21,698	16,289
On-Line Display	Citation	405	511	312
On-Line Display	Full Text	24,465	41,754	39,921
On-Line Display	Page Image	950	1,440	1,121
On-Line Display	Text+Graphics	12,488	23,260	18,039
Total Documents		56,101	96,576	83,327

*Figures as of 4/16/01

Video Collection (Housed in Media Services)

The media services coordinator routinely reads video catalogs/reviews and suggests titles to faculty members that they may want added to the video collection. Instructors are encouraged to recommend new or replacement titles. When requested, and if available from the distributor, the media coordinator orders a preview copy prior to purchase. All media resources are purchased in accordance with the library material selection guidelines (Appendix 5.6), which also provides written procedures for de-selection and gifts.

Compared to national library statistics prepared by the ACRL from 1999, the YVCC video collection size (Table 5.3) is above the mean of 1,863 video titles (Appendix 5.7).

Table 5.3 VIDEO COLLECTION SIZE

	1994–95	1995–96	1996–97	1997–98	1998–99	1999–00	2000–01
Films/video	2,383	2,406	2,472	2,623	2,886	3,045	3,249

INFORMATION SERVICES

Circulation

Often the first stop for students, instructors, and staff members entering the library is the circulation area. Circulation staff supports college members by handling interlibrary loans, circulating library materials promptly and efficiently, and answering phones. The staff also provides basic directional information and photocopier assistance; distributes and collects charges for materials printed from the computer stations; manages shelves and maintains stacks; processes and distributes overdue notices, invoices, and reserves; collects accurate circulation statistics; and, most important, helps students and library customers effectively use the library.

All circulating material needed by students enrolled in distance learning courses is checked out and mailed if students are unable to collect items at either the Yakima or Grandview campuses.

Journal articles for distance learning students are e-mailed, faxed, mailed, or sent to the Grandview campus to be picked up.

All YVCC students and employees may borrow material through an interlibrary loan; however, the library does not have the resources to pay for loan charges. The borrower must pay any assessed fee before the material is requested.

Library use fluctuates (Table 5.4), as does the number of interlibrary loans (Table 5.5). Both appear to follow the state supported FTE count (Table 5.6). Reduced gate count may relate to changes in the delivery methods currently being used in many distance education courses. (See the Media Services and Equipment section of this report.)

Table 5.4 LIBRARY USAGE

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Circulation *	13,331	14,491	20,572	23,496	23,797	22,246	20,458	14,995	15,077
(% change)		(8%)	31%	12%	(2%)	(6%)	(9%)	2%	
Gate Count (total)	117,576	127,522	127,953	107,136	87,801**	84,983	88,260	100,605	74,997***
(% change)		(8%)	1%	(9%)	(22%)	(3%)	4%	14%	(34%)

*Circulation count includes materials borrowed from Media Services as well as the library.

**The gate count mechanism did not operate for approximately three weeks in March 1997.

***The gate count mechanism did not operate for approximately two weeks in October and one week in November 2000.

Table 5.5 INTERLIBRARY LOANS

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Borrowed	197	197	209	149	179	144	94	82
CWU Books	14	48	182	213	53	84	151	122
Total Books Borrowed	211	245	391	362	232	228	245	204
CWU Articles	99	268	204	172	98	70	114	141
Total items borrowed	310	513	595	534	330	298	359	345
Loaned to other libraries	46	52	34	120	91	76	62	49

Table 5.6 STATE SUPPORTED FTE COUNT

	1990-01	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1999-99	1999-00	2000-01
FTEs Generated	2,863	3,083	3,201	3,451	3,570	3,522	3,653	3,455	3,326	3,412	
Percentage of change		8	4	8	3	(1)	4	(6)	(4)	3	

Web Delivered Catalog Of Library/Media Materials

Students at the Grandview and Yakima campuses may locate all print and non-print materials owned by YVCC through Voyager, an online public access catalog (OPAC), and other libraries, many of which have Web sites linked to the YVCC library homepage. Information about the types and availability of Media Center equipment is also accessible via the OPAC, although Media Center equipment is loaned only to faculty and YVCC employees.

Reference

Reference service, the heart of any community college library, is particularly strong at YVCC. Since the last full accreditation team visit, the reference collection was extensively updated and weeded. Two additional faculty reference librarians were hired, ensuring that a state certified librarian is now available during all library hours. Because of the librarians' determined efforts to make certain that YVCC students have access to a viable reference collection, indexes, annuals, directories and other similar print, Internet, and electronic sources are comprehensive and up to date. In fact, no extra shelf space remains for additional reference material.

Reference statistics depend entirely on the reference librarian's continual diligence to keep an accurate daily count. While reference inquiries have declined during the past three years (Table 5.7), some changes from year to year may be attributed, in part, to negligence in record keeping. In addition, a small number of decreases may be the result of fewer phone inquiries from the Grandview campus students. The library has improved Grandview access to library holdings via the Web-delivered online catalog and the added Web-delivered databases such as Proquest and Facts On File. These improvements allow Grandview students more capability to search for relevant material themselves, rather than phone the reference librarians. *(Note: Additional information about reference services for Grandview may be found in the Grandview section of this report.)* The decreased number of reference inquiries also could relate to reduced library gate count statistics and increased courses offered through distance learning modes, such as the interactive classroom and the Internet.

Table 5.7 REFERENCE INQUIRIES

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Reference Inquiries	8,609	2,993	14,066	14,655	13,923	12,664	10,465	9,909

Even though the number of reference inquiries appears to be declining, reference staff members report that the amount of time required for each transaction has increased. Generally, electronic reference sources require more complex search processes to be successful. Students also need more individualized instruction and clarification about how to use computers, Voyager, electronic databases, and specific Internet resources. They need direction and advice about how to select and use the most critical, authoritative resources for their individual projects.

A variety of subscription reference databases are available for library users and through remote access on the Yakima and Grandview campuses. The databases are also available to enrolled students and current employees from any computer with Internet connectivity from the library homepage. Such databases include Proquest products, Facts On File, the World Almanac

Reference Database, Issues & Controversies, Today’s Science, and Taylor’s Political Science Database. In addition, Library and Media Services develops and maintains select subject-oriented lists of Internet sites, also accessible from the library homepage, to enhance courses, disciplines, and college departments. All sites listed have been evaluated with the criteria defined in the library material selection guidelines (Appendix 5.6).

Distance learning students may access a reference request form on the Internet and send it to the reference librarians by e-mail or fax. The Uniform Resource Locator (URL) of the reference form is included in the handbook distributed to all distance-learning instructors. In addition, the available reference service for distance-learning students is listed on the library homepage with links to the reference request form. While the library director has announced the availability and purpose of this service, which was also discussed during several quarterly distance-learning faculty meetings, the service has not yet been used. Consequently, an evaluation of its effectiveness is not available at this time.

Library Orientation And Instruction

All reference librarians present orientations and tours that introduce students to the library, Voyager, and the variety of resources. Library orientations are provided in several formats, the most typical of which is a 50-minute session tailored to a specific course. The second most common format is a briefer general orientation. Records show a steady decline in library tours (Table 5.8), perhaps reflecting the reduced number of state funded FTEs.

The reference librarians also share the responsibility of library instruction targeted to program-specific projects assigned by faculty members. With each assignment, the library reference staff tries to integrate several of the library’s objectives: helping students learn to use the library, develop information competency skills, and meet college-wide core abilities as well as the specific needs of an instructor’s assignment.

Table 5.8 LIBRARY TOURS

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Library Tours									
(Tours)	311	1,804	na	1,454	1,817	2,319	1,892	1,672	
(Students)	20	77	na	49	61	84	54	46	

Librarians have created assignments aimed at developing skills in information literacy for several courses, including Freshman Seminar and Human Nutrition. Library staff members communicate regularly with the faculty regarding reserve materials and clarification of specific student assignments.

Media Services And Equipment

Media services at YVCC are essential for student success and to make sure faculty members are provided media materials and equipment that enable them to present dynamic, meaningful instruction to their students.

The YVCC Media Center houses a closed circuit, eight channel television system that is capable of telecasting VHS, UHF, and laserdiscs into classrooms. Television monitors are mounted in almost every teaching classroom on the Yakima campus and are enhanced by an intercom system that enables an instructor to communicate directly with Media Services staff members. The intercoms allow both parties to give and receive instructions about the playback of a particular video. In several classrooms, laserdiscs may be controlled with a remote. Instructors also may borrow portable TV/VCR combinations to take to a classroom. The library provides access to media services, as well, with an intercom system and five televisions allowing students to request and view videotapes.

The number of videos played through the closed circuit system declined during the past four years (Table 5.9) as a direct result of the increased number of telecourses that have been duplicated and made available for students to borrow. The media coordinator has copied over 2,000 individual telecourse tapes during the past two years. No longer required to view tapes in the library through the closed circuit system, students may borrow videos for the duration of the course.

Table 5.9 VIDEOS PLAYED VIA THE CLOSED CIRCUIT SYSTEM

	1996-97	1997-98	1998-99	1999-2000	2000-01
Annual Total	5,123	4,416	3,614	3,093	2,427
Fall	1,614	1,230	868	734	1,050
Winter	1,632	1,474	1,498	940	879
Spring	1,622	1,467	1,226	1,304	498
Summer	265	245	22*	151	**

*Playbacks were not routinely tallied during summer 1999.

** Not currently available.

The media services coordinator has placed an overhead and mounted screen in every teaching classroom on the Yakima campus. In addition, the coordinator purchased a variety of equipment for faculty use, including slide projectors, portable PA systems, CD players, cassette players, portable easels, flip charts, portable TV/VCRs, digital cameras, video cameras, and portable screens (both regular and high density). The Technology Services Department placed a projector system in Media Services for loaning to faculty members. A portable computer may also be borrowed through Technology Services.

Most media equipment is purchased through the instructional equipment budget allocated by the vice president for instruction and student services. Along with other areas of instruction, the library receives a proportional share of budgeted dollars, but funding is insufficient and does not always keep pace with demand.

The Media Services staff duplicates foreign language audiotapes for which the college has received copyright permission, as long as students provide blank cassettes. Staff members also duplicate circulating copies of mathematics videos after the Math Department has purchased the masters and obtained copyright permission. Media Services loans audio tape recorders and cassettes to community volunteers who read and record textbooks for students qualifying for assistance through Disabled Student Services. The master recordings are used to make copies of tapes which students may borrow.

Media Services is responsible for ordering and distributing basic supplies to YVCC faculty members for classroom use. Staff members also laminate instructional materials and provide downlinks to satellite programs. (*Note: Arrangements for the downlinks are made through the YVCC room scheduler rather than Media Services.*) Furthermore, one employee in Media Services has assumed responsibility for all computer work related to data entry and layout preparation for the college catalog and quarterly schedules. The staff member also prepares copy for most of the college brochures, fliers, handouts, and other publications. Demands of these projects substantially impact the amount of available time the staff member has for assisting with other daily routines of the department.

FACILITIES AND ACCESS

The Yakima campus library, housed in part of the first floor of Raymond Hall, was redesigned and renovated approximately eight years ago. This process garnered slightly more space when periodical shelving space was reduced in response to changing faculty demands, acquired microfilm versions of selected journal titles, and Proquest CD-Rom access to full-text periodical articles. Still, a serious lack of space challenges the library. Reference materials have been managed on an “add one, take one” basis for several years. The book stacks for shelving the circulating collection likewise provide minimal room for new acquisitions. To make the best use of all available space, one annual project involves shifting the books. During 2000–2001, however, shifting may no longer solve the shelving dilemma, especially between quarters when most books are not in circulation and must be shelved.

Study areas for students are also limited. During many hours, especially in the morning, there are not enough seats for everyone, forcing some students to leave the library and others to sit on the floor in the book stacks. The “quiet” study area located at one end of the library, outside the offices of the library director and the technology services director, is less than optimal. Conversations, even when kept at the lowest possible level with the directors’ doors shut, are overheard by anyone sitting in that area. The group study space at the opposite end of the library is likewise limited, providing only four tables for both group and individual study projects.

The Yakima campus library offers 23 networked computers for public use, while the Grandview campus provides 15. These computers are linked to the college’s fiber optic backbone; Voyager, a new automated graphic library catalog; the Internet; and, in Yakima, several CD-Rom resources. Two computers in each campus library provide student access to commercial e-mail services as well. One additional public computer in the Yakima library is linked exclusively to Enrollment Services information so that students may access grades, online registration, transcripts, etc.

Media Services, housed in Palmer Hall, also suffers from a severe space shortage. The additional shelving units added during summer 2000 are quickly filling with circulating copies of telecourses. There is little room for new instructional videos and no room to store additional portable equipment for faculty use.

Along with new services and resources, the following additions, installations, or upgrades have enhanced Library and Media Services:

- Wheelchair accessible entrances to Raymond Library and Media Services.
- New lighting throughout Raymond Library and Media Services.
- Connection to the college's fiber optic backbone for the Yakima and Grandview libraries and Media Services.
- Additional student computers in Yakima and Grandview libraries.
- Voyager upgrade from the INLEX circulation system.
- Professional videocassette duplicators.
- Two ranges of shelving in Media Services.
- Interior walls of Raymond Library and Media Services painted.
- Exterior of Palmer Hall painted.
- Windows replaced in Raymond Library.
- Upgraded fax, copier, and telephones in the library.
- Upgraded computers and printers in the library and Media Services.
- New public service area desks and computers for reference librarians.

While these enhancements improve the library's ability to retrieve information and deliver services, they do not provide sustained relief from the severe lack of space.

Grandview Campus

Collection

Any circulating material needed by Grandview students is checked out and sent to Grandview via the daily courier. Journal articles generally are faxed to the Grandview campus. In addition to Proquest, the Grandview campus purchases a limited number of current news related periodicals, and the library budget funds a subscription to the Yakima and Grandview newspapers.

The library area in Grandview is often not staffed. When someone is on duty, the employee is not a Library and Media Services member, who would be able to monitor the collection and give reference assistance to students. This situation also creates a serious security problem for library resources. Past difficulties with individuals permanently removing materials led to the decision to limit the number of titles housed at the Grandview campus.

Circulation

Books needed by YVCC students in Grandview are checked out and delivered to the campus. Grandview students enrolled in telecourses and other distance education courses that require videotapes may borrow them from Media Services when YVCC has permission to reproduce the programs. Program copies generally are available for viewing at the Grandview campus.

A daily courier carries all requested materials to the Grandview campus front desk where student may collect them. When students are finished with the items, they may give them to staff members at the front desk, who return the materials to the Yakima campus library.

MEDIA SERVICES

Grandview classrooms are furnished with the following media equipment: an overhead projector, a screen, a TV/VCR combination, or a separate TV and VCR. Some of these items were purchased through the Media Services budget and others through the Grandview campus budget. Videotapes are delivered to Grandview for instructors to show in class, while duplicate copies of some videotape titles were purchased and are housed in Grandview faculty offices. Efforts are underway to develop a method for transmitting videotapes from the Yakima campus to the Grandview campus. Cost and copyright considerations impact this process.

Reference

The small reference collection in Grandview is intended to provide quick reference sources. It includes basic, core reference material, most of which is updated annually. Grandview students may phone or fax their requests for specific titles to the reference librarians in Yakima or obtain other reference assistance with projects/assignments. A form is available in Grandview for students to use when requesting materials (Appendix 5.8). Librarians provide the majority of reference service by telephone, the reference form, or a combination of both.

Personnel And Management

The YVCC library strives to provide excellent services within budget constraints and with one of the smallest staffing levels of similar-sized community colleges (Appendix 5.9). Based on the results of both faculty and student surveys (discussed in the following section), Library and Media Services provides excellent support to its clientele (Tables 5.13 & 5.14).

Despite the success of the Library and Media Services Department, staffing is not always adequate. When an illness, vacation request, or temporarily vacant position surfaces in either the library or the Media Center, the library director generally must provide job coverage. In addition, finding qualified temporary library workers is difficult. Complex library routines and procedures require substantial training and frequent practice. In addition, YVCC, unlike colleges along the I-5 corridor, has no libraries with similar circulation systems and operations that can share a pool of qualified substitutes.

The YVCC Library and Media Services staffing levels compared to national library statistics prepared by the ACRL from 1999 are below the mean of four professional library staff members and barely above the mean of support staff members (Appendix 5.10). It must be noted, however, that although there are 5.25 FTE support staff members in the department, those FTEs represent an average work year of only 10.66 months per employee, not a 12-month work year per employee.

Library and Media Services maintains a procedure and guidelines manual, copies of which are available in the library or in Media Services. This manual outlines the basic daily procedures for the Library and Media Services staff and is updated annually (usually during summer quarter) or as needed. Library procedures directly affecting library customers are also printed on handouts that are available on the library circulation counter (Appendix 5.11) and posted on the library homepage (www.yakima.cc.wa.us/library) (Appendix 5.12).

The YVCC library endorses the following American Library Association (ALA) documents: the *Library Bill of Rights* (including the interpretations related to collection diversity, evaluation and expurgation of library collections, challenged materials, and confidentiality); *Freedom to Read*; *Freedom to View*; *Code of Ethics*; *Intellectual Freedom Principles for Academic Libraries*; and *The Washington Library Association Intellectual Freedom Statement* (included at the end of the library material selection guidelines, Appendix 5.6). The library also uses the ALA interlibrary loan procedure (Exhibit 5.5.2).

The Library and Media Services staff participates on college committees including those for tenure review, parking, marketing, awards activities, and others; staff members also represent the library at college functions. All reference librarians hold memberships with the Washington Library Association (WLA) and the Community College Librarians and Media Services (CLAMS). Although no one from the library is an official member of the Curriculum Committee, one reference librarian volunteers and attends as an observer. The library director was asked in September 2000 to participate on the Administrative Council and in December 2000 to serve on the Management Negotiating Team for negotiating the classified staff's agreement with the college.

All Library and Media Services staff members attend college workshops and training opportunities when possible. For example, library staff members attended a daylong training session in January 1999, just prior the implementation of Voyager. In addition, the director actively participates on several local external professional organizations, including serving as the recent past president of the Washington Library Association (WLA) and the recent past chair of the Library Media and Directors Council (LMDC). The director also represents YVCC on two different Voyager user groups for the consortium of Washington State community colleges (ORCA and Grand Endeavor). While the director generally attends the annual WLA conference, during 2001 the librarians, a library technician, and the director were able to attend additional Voyager training opportunities.

The travel budget for Library and Media Services has been \$1,600 for the past several years. This amount does not adequately support conference attendance for a staff of nine employees and state meetings the director should attend. In order to help overcome the shortfall, the library director applied for and received a \$1,000 grant from the Washington State Library to attend the 2001 conference of the Association of College and Research Libraries (ACRL) in Denver, Colorado. Similarly, a library technician applied for and received a \$350 conference grant from WLA to attend the 2001 annual conference.

Members of the Library and Media Services Department meet monthly. Since neither the library nor the Media Center is closed for these meetings, one staff member remains in Media Services and one works at the circulation desk. After meeting minutes are prepared, a copy is sent to Media Services and another is posted for the library staff to read. Meeting minutes for the previous 12 months are kept in the circulation area. (See Exhibit 5.2.3 and 5.2.4 for sample minutes.) The director also meets monthly with the reference librarians, once as a group and once individually with each librarian. The only opportunity for the Library and Media Services staff to meet as a *complete* work group is during convocation week.

The Budget

The Library and Media Services operating budget has remained static since the last accreditation visit (see Table 5.10 and Appendix 5.13). Compared to the operating budgets of seven proportionally sized Washington State community college libraries, YVCC's library budget is in the middle: above four of the operating budgets for comparable college libraries and below three (Appendix 5.14). Inflation, the transition to additional electronic resources, the increased cost of periodicals, and the addition of technical degrees and new courses have made it more difficult to keep the circulation collection current and at a reasonable size.

The library materials budget is divided equally, with approximately 50 percent of funds spent on periodicals and 50 percent spent on book sources. Library and Media Services has responded with careful selection, eliminating most periodicals in hard copy if they are available electronically, reducing the number of duplicate copies, and purchasing many materials in paperback form.

Table 5.10 LIBRARY OPERATING BUDGET

	1996-97	1997-98	1998-99	1999-2000	2000-01
Inlex/Voyager (5097)	6,000	6,000	6,000	6,000	6,000
Fringe Benefits (1C51)	94,545	101,499	96,404	89,512	96,396
Library Salaries (5101 - A)	284,709	298,709	268,497	259,148	261,540
Media Salaries (5102 - A)	61,127	63,033	63,540	61,913	68,229
Faculty Agreement * (5098)	10,000	10,000	10,000	10,000	10,000
Equipment (5199)	0	25,245	10,000	17,250	5,500
Library Goods & Services (5101 - J)	90,289	80,289	80,289	80,289	80,289
Library Goods & Services (5101 - E)	0	10,000	10,000	10,000	10,000
Library Travel (5101 - G)	1,221	1,221	1,221	1,221	1,221
Media Goods & Services (5102 - J)	10,000	10,000	10,000	10,000	10,000
Media Faculty Supplies (5102 - E)	21,950	21,950	21,950	21,950	21,950
Media Travel (5102 - G)	407	407	407	407	407
TOTAL	570,248	628,520	568,308	567,940	571,532

* The YVCFT Agreement stipulates that money must be allocated to the library but does not declare the actual dollar amount.

Ordered materials and equipment do not always arrive on campus prior to the end of the fiscal year, creating a situation where the expenditures appear to fall below the allocations when actual expenditures (Table 5.11) are compared with the budget (Table 5.10).

Table 5.11 MATERIAL EXPENDITURES

	1995-96	1996-97	1997-98	1998-99	1999-2000
Faculty Agreement	6,531	10,878	10,870	7,367	9,588
Library materials	75,477	86,520	83,113	80,289	76,733
Media materials	NA	NA	9,358	11,383	7,519

In addition, many financial commitments associated with Library and Media Services are continuing costs, such as subscriptions and standing orders, annual dues to essential organizations, database licensing, and processing of supplies. Although the library has not

received a material budget increase in many years, *Library Issues* reports that the cost of books has risen over 110 percent while *The New York Times* estimates that periodical prices have more than tripled in the last 14 years.

PLANNING AND EVALUATION

Library planning activities primarily support teaching and learning. The library actively plans and lobbies for new services and greater information access while trying to balance traditional library services with emerging information technologies. In addition, the library faculty members, the media coordinator, and the director have met each year to evaluate and establish annual goals (Exhibit 5.14.3).

The director of library and media services regularly evaluates staff members of the department. Classified employees receive an annual evaluation based on the state guidelines, a performance expectation form, and an evaluation form, while faculty librarians are evaluated every three years according to the criteria and process stated in the YVCFT Agreement. The vice president for instruction and student services annually evaluates the director.

The YVCFT Agreement specifies that an election will be held every fall quarter for the selection of campus committee membership. One of these committees is the Library Committee, which meets at least annually and as needed. Faculty members give input to the library from their respective divisions and support the library during budget reduction hearings.

The library has a formal written complaint procedure for material reconsiderations (Exhibit 5.2.6). Although the library does not have a formal process for receiving student complaints about library service, students have frequently brought issues to the attention of the director or staff. Manageable problems or suggestions that were resolved include the following: installing a payphone in Raymond Hall, maintaining a “no talking” policy in the quiet study area, monitoring the sound level of the group study area, re-posting the sign on the newly remodeled men’s restroom, leasing a second copy machine, providing limited free copies of abstracts and citations, and, during busy times, limiting computer use to 30 minutes.

In June 1998, the library participated in a conspectus project for interested Washington State community and technical colleges, funded in part by the Washington State Library. The project report provides a quantitative subject and age analysis of the collections in participating libraries. It also provides title overlap analysis, including a full statistical summary of title overlap in the collections by divisions and categories. The data is expected to provide valuable information for collection management and cooperative development of resources. While the Washington Library Media Directors Council formed a committee in July 1998 to analyze the information and offer guidance on statewide collection development efforts, as of the writing of this self-study, there has been no report from the committee.

Student And Faculty Library Satisfaction/Use Survey

The Library and Media Services Department is interested in obtaining student and faculty information about its resources and services.

During spring quarter 2000, a student survey was distributed in most 9:30 a.m. and 5:30 p.m. classes in Grandview and Yakima. The 764 evaluations returned included 706 full-time and 58 part-time Yakima students along with 62 Grandview students. Responses to a prompt about frequency of library use (“I use the library . . .”), were distinguished as follows:

A lot (at least once a day)	8%
Frequently (at least once a week)	22%
Sometimes (a few times a month)	28%
Rarely (once or twice a quarter)	28%
Never	14%

Most of the survey results reported in this self-study were gathered from respondents who indicated they actually used the library; results exclude responses from those who indicated they never used the library. Additional survey responses are cited in appropriate sections of this report. Complete results and survey documentation related to different tabulations of the student responses, including the full survey, Grandview responses, results including and excluding the “never use” respondents, and comments from part-time students, may be found in Appendix 5.15 through 5.19.

Questions related to library service also appeared in the 1999 Community College Student Experiences Questionnaire (CCSEQ) (Exhibit 5.14.7 and 5.14.8). While the library survey solicited student responses regarding satisfaction with services, the CCSEQ survey targeted the extent and purpose of student library use. Results of the CCSEQ survey are provided in Table 5.12.

Table 5.12 CCSEQ RESPONSES

	Never	Occasionally	Often	Very Often
Use the library for individual or group study	33.61%	32.06%	19.26%	15.08%
Used the library catalog to find library books or audiovisual materials in the library	52.32%	29.25%	12.44%	5.99%
Checked out books or other materials (to use outside library)	59.82%	28.64%	8.73%	2.82%
Asked library staff for help in using library resources to find information	48.50%	34.60%	12.81%	4.09%
Used library resources to complete a class assignment	45%	33.45%	16.27%	5.27%
Used other library services such as interlibrary loan and media services	43.55%	35.45%	14%	7%
Used computerized databases to find reference information or periodical articles	66.21%	23.43%	7.45%	2.91%

During spring 2000, another library survey was delivered to all full- and part-time faculty members at both the Yakima and Grandview campuses. Of the nearly 200 surveys distributed, 54 were returned from the Yakima campus and 4 from the Grandview campus. While 53 respondents identified themselves as full-time instructors, 5 identified themselves as part-time

instructors. The faculty survey responses to questions concerning important library services appear in Table 5.13.

Table 5.13 FACULTY SURVEY—IMPORTANCE OF LIBRARY/MEDIA SERVICES

	Highly Important		Somewhat Important		Not important	Don't Use
	5	4	3	2	1	
Access to library computers	15%	20%	15%	2%	0%	47%
Course reserves	26%	19%	9%	4%	0%	42%
Interlibrary loan/article delivery	18%	14%	16%	4%	2%	45%
Library instruction/training	14%	27%	10%	4%	0%	46%
Re-shelving of library materials	19%	13%	8%	2%	2%	53%
Staff assistance	58%	15%	2%	2%	4%	19%
Media Service hours	46%	40%	8%	2%	0%	4%
Availability of videos	45%	28%	15%	4%	0%	9%
Availability of equipment	48%	33%	13%	0%	0%	7%
Selection of instructional supplies	51%	39%	13%	0%	2%	9%
Ease of finding needed videos	57%	39%	13%	0%	2%	9%
Assistance in Media Services	70%	22%	4%	0%	0%	4%

Additional responses to the survey are cited in appropriate sections of this report. Tabulated results and survey documentation are available in Appendix 5.20.

Student and faculty survey responses reveal that library resources are perceived as minimally adequate to meet respondents' needs. Students and faculty members expressed a desire for additional books, periodicals, and videos. In addition, 84 percent of student respondents who used the library identified books as more than somewhat important, while 73 percent similarly ranked journals as more than somewhat important (Table 5.14, Appendix 5.18). Furthermore, responses from Grandview surveys indicate students and instructors want a collection of library materials on their campus (Appendix 5.16).

Table 5.14 IMPORTANCE OF LIBRARY SERVICES—STUDENT SURVEY

	Very Important		Somewhat Important		Not Important at all	Can't Rate
	5	4	3	2	1	
Books	66%	18%	7%	0.50%	0.50%	7%
Journals	51%	22%	14%	2%	1%	10%
Library hours	61%	24%	7%	1%	-	7%
Library-user instruction	32%	28%	22%	4%	2%	12%
Online databases	41%	26%	14%	1%	1%	17%
Online full text journals	49%	23%	11%	1%	1%	15%
Reference staff	48%	28%	9%	3%	1%	12%
Online catalog	43%	28%	12%	1%	1%	15%
Internet access	59%	21%	48%	2%	1%	11%

The perceived lack of adequate resources is primarily due to four factors: budget, space, security, and staffing levels.

Strengths

- **Collection**—The entire book collection is regularly assessed, and outdated materials are discarded. The non-print collection is weeded only when recommended by a faculty member. All students enrolled in regular classes and college employees may use YVCC owned databases from any computer with Internet access.
- **Circulation**—Every circulating item owned by Library and Media Services is available through Voyager on any computer with Internet access. Such items are loaned to any student currently enrolled in YVCC distance education courses.
- **Reference**—The reference collection has been weeded and updated. The reference department is staffed every open hour with a faculty reference librarian.
- **Periodicals**—Electronic subscriptions to journals have increased significantly. Electronic journals are available to students, instructors, and staff members in the library and through any computer with Internet access.
- **Media Resources, Services, and Equipment**—All classrooms are connected to the closed-circuit television system and have an intercom to Media Services. Telecourses are available for students to borrow for the duration of a class.
- **Library Orientations and Instruction**—The library offers tailored orientations/tours to all Yakima campus instructors and their students.
- **Facilities and Access**—Improvements to the library have expanded access to information and increased facility use. The library has implemented Voyager, a state-of-the-art library automation system. The library is also ADA compliant.
- **Personnel and Management**—The Library and Media Services staff is dedicated to student success. Staff members emphasize teamwork and, when possible, share many tasks, including the daily operations of the library and the Media Center. They effectively assist students, instructors, and staff members with library/media services and answer informational questions.

Challenges

- Lack of library/media services at the Grandview campus.
- Material budgets that have not kept pace with inflation or the increased costs of providing Internet databases.
- Limited space for library and media resources.
- Limited room for students to study.
- Lack of adequately trained staff members who may fill positions in either the library or the Media Center during emergency situations.
- Inability to expand hours of operation without additional staff members and/or greater flexibility to hire and schedule current classified staff and faculty members.
- Lack of participation by the director of library and media services on the budget team.

Recommendations and Actions Taken

Collection

Recommendation	Action(s) Taken
Seek to maintain the current level of funding to preserve access to databases.	Verbally suggested that the library have no reductions to the 2001–2002 budget.
Seek additional funding that will allow the library to add additional databases.	No option presented during the 2001–2002 budget cycle.
Seek funding to increase print and non-print resources (especially videos and DVDs).	No option presented during the 2001–2002 budget cycle.
If funding is provided for a library staff in Grandview, add additional shelves and books and increase the size of the collection.	None
Analyze information from conspectus project and incorporate into collection development plans.	None
Maximize participation in statewide database licensing contracts.	Considering additional databases reviewed during licensing trials.

Circulation

Recommendation	Actions Taken
Continue to use Voyager to the fullest extent possible.	In Progress
Successfully migrate to each annual Voyager upgrade.	None

Reference

Recommendation	Actions Taken
Maintain the high level of instructional reference services and continue to integrate reference with the overall library instruction program.	Provided all reference librarians with new individual desks and computers.
Continue to work with faculty members in designing assignments that incorporate library skills, especially information competency abilities.	Ongoing
Investigate the possibility of establishing z39.50 connections between the YVCC library, the Yakima Valley Regional Library, and Heritage College.	None
Develop additional methods of training groups of students to use and evaluate library	None

Recommendation	Actions Taken
resources.	
Continue to build a quality, up-to-date reference collection (including print materials, databases, and Internet sources).	Investigating a new Web-delivered database and a subscription to Web-delivered OCLC/WLN First Search.
Investigate a more efficient method of tracking reference inquiries.	None

Media Resources, Services, And Equipment

Recommendation	Actions Taken
Investigate moving Media Services into both floors of Raymond Hall after the Higher Education Center is completed and space becomes available.	Completed summer 2001.
Expand and enlarge the instructional video collection.	Expanded only within the confines of the 2000–2001 budget.
Continue to update and replace older classroom equipment (overheads and televisions).	Completed within the confines of the 2000–2001 budget.
Ensure that all YVCC classrooms are connected to the closed circuit system and have an intercom.	Ongoing
Investigate the possibility of acquiring newer technology, such as Smartboards, for portable classrooms.	None
Investigate DVD applications for instructors.	Purchased 2 DVD players in April 2000.
Paint interior walls.	Completed March 2001.

Library Orientation And Instruction

Recommendation	Actions Taken
Improve and increase communication with students and faculty members concerning services and resources of Library and Media Services.	E-mails concerning the library and the Media Center are sent to all college employees approximately once a month.
Continue to revise and refine orientations and help instructors incorporate information competency outcomes into their courses.	Ongoing
Establish a library instruction classroom when library expands in Raymond Hall.	None
Use the library classroom to provide regular training and instruction as requested by faculty members and in an ongoing, drop-in mode.	None

Facilities And Access

Recommendation	Actions Taken
Use all the public space available in Raymond Hall for Library and Media Services.	None
Continue to monitor open library hours and days.	Ongoing
If appropriate, seek additional funding to staff expanded hours in the Yakima library.	None
Seek funding to hire full-time library employees for Grandview.	None
As the Higher Education Center is being developed, work with partner institutions to ensure access to adequate library resources for all courses.	None
Increase space available for group and individual study.	None
Plan for expanded print and non-print collections.	Requested additional reference shelves that can be used in current space and in any future library expansions. Continuing dialog with the vice president for instruction and student services about expanding into all of Raymond Hall when the Higher Education Center is complete.

Personnel And Management

Recommendation	Actions Taken
Seek funding to send all Library and Media Services staff members to at least one off-campus training or conference every two years.	Verbally suggested that the library have no reductions to the 2001–2002 budget.
Encourage all staff members to continue actively participating on college committees.	Ongoing
Seek funding to hire and train a sufficient number of staff members for the Grandview campus to provide service at least Monday through Friday.	None
Continue efforts to formalize and document procedures and guidelines for Library and Media Services.	Ongoing
Continue to articulate a commitment to intellectual freedom and adherence to copyright laws and ethical practices through library programs and procedures.	Prominently posted in the library an intellectual freedom document from the American Library Association.

Planning And Evaluation

Recommendation	Actions Taken
Design the expansion into the second floor of Raymond Hall considering faculty and student input.	Rough draft of preliminary plans created summer 2000.
Preserve monthly staff and reference staff meetings, emphasizing training and long-term planning for the expanded facility.	Meetings held at least twice each quarter.
Continue to conduct student and faculty surveys, modifying the student survey to ask about actual satisfaction levels with print and non-print collections and hours of operation.	None in 2001. Similar surveys will likely be repeated in 2002.
Continue to streamline procedures and constantly evaluate services in relation to college mission and goals.	Ongoing

“We have not yet learnt that the Library is not only the first convenience of a University, but that it is the very first necessity--that is the life and spirit--and that all other considerations must yield to the prevalent one of increasing and opening it, and opening it on the most liberal terms to all who are disposed to make use of it... We give comparatively so little attention and money to the library, which is, after all, the Alpha and Omega of the whole institution.”

(George Ticknor comments to the steward of Harvard in 1816)

Standard Five Team:

Chair: Joan Weber, Director of Library and Media Services

Members: Barbara Boutaine, Robin Crane, and Scott Kantor, Reference Librarians
 Hazel Curtiss, Media Services Coordinator
 Kathy Bauer, Sam Giordanengo, Michael Harves, Mary Jane Hovis,
 Erwina Peterson, and Jill Widner, Faculty

STANDARD FIVE: PART B—INFORMATION RESOURCES

OVERVIEW

The Technology Services Department is a centralized technology service organization that furthers the mission of the college by providing access to modern computer hardware, software applications, data and telecommunications resources, network services including internal and external databases, e-mail, the Internet, interactive television resources, staff technology training, and open student labs. The department also provides a variety of technical support services that enhance faculty integration of technology, student learning experiences, and staff development.

The history of the Technology Services Department is as follows:

- From 1992 to 1995, one person staffed the Computing Services Department, reporting to the vice president for administrative services and providing support to administrative users. Support for instructional areas was limited.
- In 1994, a computer maintenance technician was employed. The technician helped develop a network environment with funding for the construction provided through the Educational Technology Initiative sponsored by the State Board for Community and Technical Colleges (SBCTC).
- In 1995, a second computer maintenance technician was hired with split responsibilities: 50 percent general college computing and 50 percent Computer Science Department computers.
- In 1996, a director of technology was hired to oversee administrative computing. The director assisted with the management of instructional technology, which was otherwise carried out by a faculty group, the Technology Council, and Title III grant leadership.
- In 1998, a director of technology and distance learning was hired for a position which merged administrative, instructional, and distance-learning programs.
- In 1999, telecommunications support became part of Technology Services.
- In 1999, the computer maintenance technician who was assigned 50 percent of the time to Computer Science was transferred to 100 percent Computer Science support. Concurrently, supervision of this position changed from Technology Services to the Professional and Career Education Division.
- In 1999 and 2000, the Technology Services staffing was reviewed and reorganized to better serve users.
- In 2000, a second computer maintenance technician was hired by the PACE Division to support Information Technology (formerly Computer Science) programs.

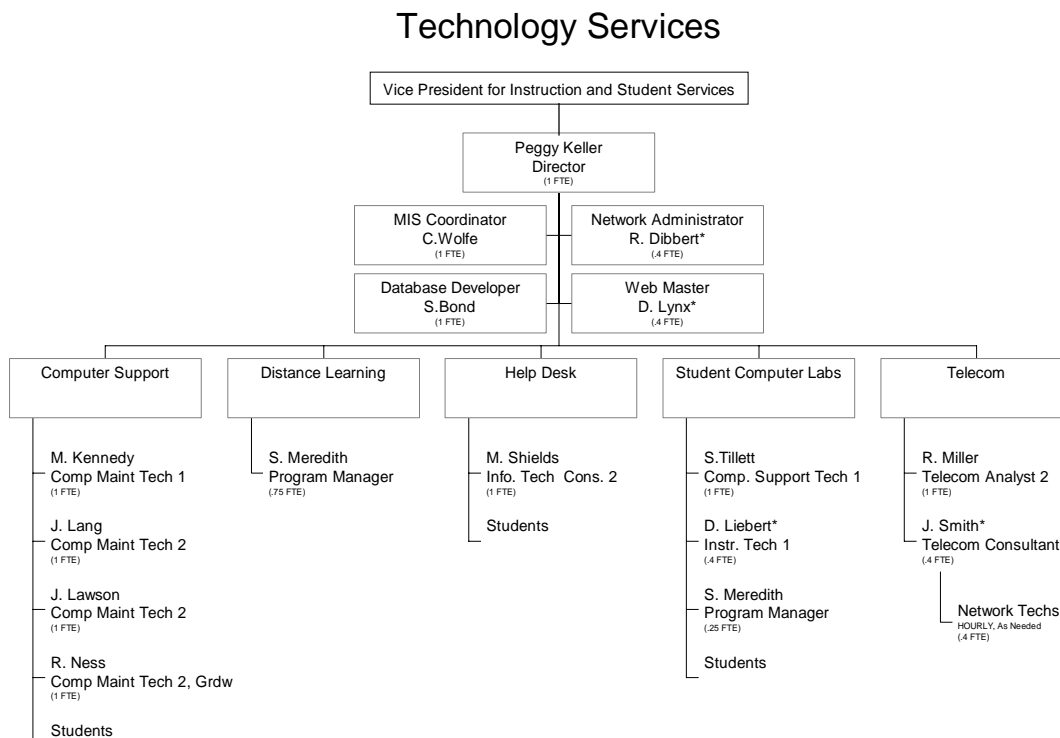
PURPOSE AND SCOPE

The Technology Services Department helps instructors, staff members, and students use technology. This is accomplished by providing a network infrastructure that expands technological advancements and allows staff members and students to receive telecommunications, resources at a distance, and support for hardware and software.

The scope of Technology Services has advanced rapidly, prompted by the needs of campus users. Administrators, instructors, staff members, and students depend on technology to access resources for administrative and instructional processes, communication on and off campus, technical support for open student labs, Web-based classes and resources, interactive television technology, and desktop support in offices and classrooms. The Technology Services staff is available seven days a week: from 7 a.m. to 9 p.m., Monday through Thursday; 7 a.m. to 5 p.m. on Friday; 11 a.m. to 3 p.m. on Saturday; and 12 noon to 6 p.m. on Sunday.

The current Technology Services Department consists of eight full-time classified employees, two full-time administrative exempt employees, and a director. The department also employs three part-time administrative exempt staff members in specialized areas, two part-time classified staff members, and several hourly employees. (See Exhibit 5.13.1 for specific job descriptions.) The administrative organization of Technology Services is illustrated in Figure 5.2.

Figure 5.2 TECHNOLOGY SERVICES ORGANIZATION CHART



Tuesday, August 28, 2001

* Part-time employment

Changes in technology over the last three years prompted the technology services director to reevaluate the organizational structure of the department. When a well-qualified information technology consultant was hired to run the Help Desk, services provided by the department improved. In addition, new software innovations allow the consultant to perform remote work on computers without leaving the Help Desk area, reducing travel time between buildings and remote sites. This remote administration software also has liberated some funds to be used for hiring individuals with specialized skills. Technology Services benefits from part-time professionals providing technical expertise in network administration, network infrastructure, and Web designing activities which would otherwise be cost prohibitive.

The Technology Services Department supports 41 instructional computer classroom sites on the main campus, satellite and outreach sites, and student technology centers. The department delivers information technology support services to over 275 FTE employees, while supporting 737 computers on the local area network (LAN) and 146 computers at outreach facilities (Exhibit 5.13.2, Student Technology Resources Manual).

In the last five years, Yakima Valley Community College made significant investments in technology. The college constructed a fiber optic backbone to all buildings and connected all areas to a modern telephone system (Exhibit 5.13.3, Network Infrastructure; Exhibit 5.13.4, Telephone Information).

MISSION AND GOALS

The Technology Services mission is *to meet the needs of students and employees by providing access to appropriate technologies, wide availability of resources, and customer-centered service.*

Technology Services meets this mission by:

1. Implementing systems administration, including the administrative applications server, file and print servers, an e-mail server, a Web server, and student servers.
2. Planning, designing, implementing, and maintaining the local area network.
3. Assisting Facility Operations with data and telecommunication planning.
4. Providing telecommunication services and voice mail; adding/moving/changing station equipment.
5. Installing and maintaining 41 instructional computer classrooms/labs (including library areas), which house approximately 640 computers.
6. Managing open student technology centers.
7. Installing and maintaining 242 computer hardware and software devices for the faculty, staff, and administrators on the Yakima and Grandview campuses and at outreach sites.
8. Providing to faculty and staff members technical consultation and guidance on computer resources planning and hardware, peripheral, and software selection.
9. Training end users in software and hardware applications.
10. Providing access to education in a variety of modes.

11. Providing operational support and scheduling for interactive television.

Technology Services annually sets specific goals and strategies supporting the mission of the department as well as the mission of Yakima Valley Community College. Goals and strategies are reviewed quarterly to measure progress, and a summary of accomplishments is completed annually (Exhibit 5.13.5, Technology Services Goals 2000-2001; Exhibit 5.13.6, Technology Services Accomplishments 1999-2000).

Analysis and Appraisal

Administrative Processor

The college currently uses an HP3000 processor, Series 947, for all its centralized administrative processing needs. This processor is located at the Center for Information Services (CIS) in Bellevue, Washington with onsite support provided by CIS.

The HP3000 processor was purchased in January 1993 for \$62,500, replacing a Series 925 processor purchased in 1989. Over the last six years, the college added additional disc drives and memory with cumulative expenses of \$68,900. Currently, the HP3000 processor memory is at the maximum level of 384 MB while the disc drives are at 11.5 GB of information storage (Exhibit 5.13.7, HP3000 Purchase/Expense Information).

A CIS performance analysis conducted in May 2001 showed the processor is performing in the intermediate range, with CPU use as much as 100 percent busy (Exhibit 5.13.8, HP3000 Performance Analysis). This analysis, however, was not conducted during a peak usage period, such as mass registration or the first week of the quarter, as requested. The college will request another CIS performance analysis during one of these times.

Due to the age of the HP3000 and the expiring HP hardware maintenance contract, YVCC (along with other community colleges) is exploring options for replacing this aging processor. Options include maintaining the current processor and using a third party for maintenance, replacing the processor, or sharing a super processor with other colleges. The college will proceed cautiously since all of these options are expensive.

To complicate matters, Web application use for students, instructors, and staff members has intensified over the last few years, increasing the volume of processor transactions as Web requests travel through the Web transaction server at CIS, query the HP3000, and then return the information through the Web viewer (see Figure 5.3, Transactions by Users). During the last 18 months, the college increased the Web interface agents from 7 to 20 and expanded the processor memory to the maximum 384 MB. In an effort to curtail use, the college regulated and restricted HP3000 activities during prime traffic periods by aborting nonessential users and restricting use of the data-querying program, Data Express, which is the largest resource drain.

Administrative Software Applications

The college exclusively uses the following statewide community and technical college applications provided by the CIS: Financial Management System (FMS), Financial Aid (FAID), Personnel and Payroll Management Systems (PPMS), and Student Management System (SMS).

The FMS is used for accounts payable/disbursements, accounts receivable/receipts, budgetary/general ledger, financial reporting, the encumbrance system, and revenue/receipts accounting. The Reality purchasing system, a separate program, is tied to the FMS and the Fixed Assets and Equipment (FAE) system for capital asset inventories. Room and event scheduling (via Schedule 25 and Schedule 25E, respectively) are linked to the SMS.

The college's management information systems are directed through an old legacy system. For the end user, this system is difficult to use and requires training and careful querying of multiple databases and datasets to generate reports. The information systems are all separate. In order to use the data they generate for planning and research, the systems need to be merged. A consortium effort is ongoing to improve software and hardware components of this statewide system, but it is a slow, time-consuming process.

For each management application, YVCC employs an individual application coordinator responsible for approving users, process screens, and access levels as well as training users. The application coordinators send requests for users, process screens, and access levels to the management information systems (MIS) coordinator, who creates and/or updates user accounts accordingly (Exhibit 5.13.9, Management Information Systems).

Touch-Tone and Web Applications

The use of technology, such as Touch-Tone and Web applications, has increased student access to records and allowed them to address many of their needs from the convenience of their homes and save valuable time.

In 1997-1998, students began enrolling in courses with Touch-Tone registration. Using Touch-Tone, students are able to register for classes and inquire about grades, financial aid information, registration schedules, and transcripts. Touch-Tone activity was the highest in 1998-1999 with approximately 12,800 student transactions.

In 1999-2000, the college began offering Web-based applications, which are processed through a Web transaction server at the CIS. This server is used by other community colleges as well.

Web applications are available from 7 a.m. to 8 p.m. weekdays and around the clock on Saturday and Sunday. Web applications include:

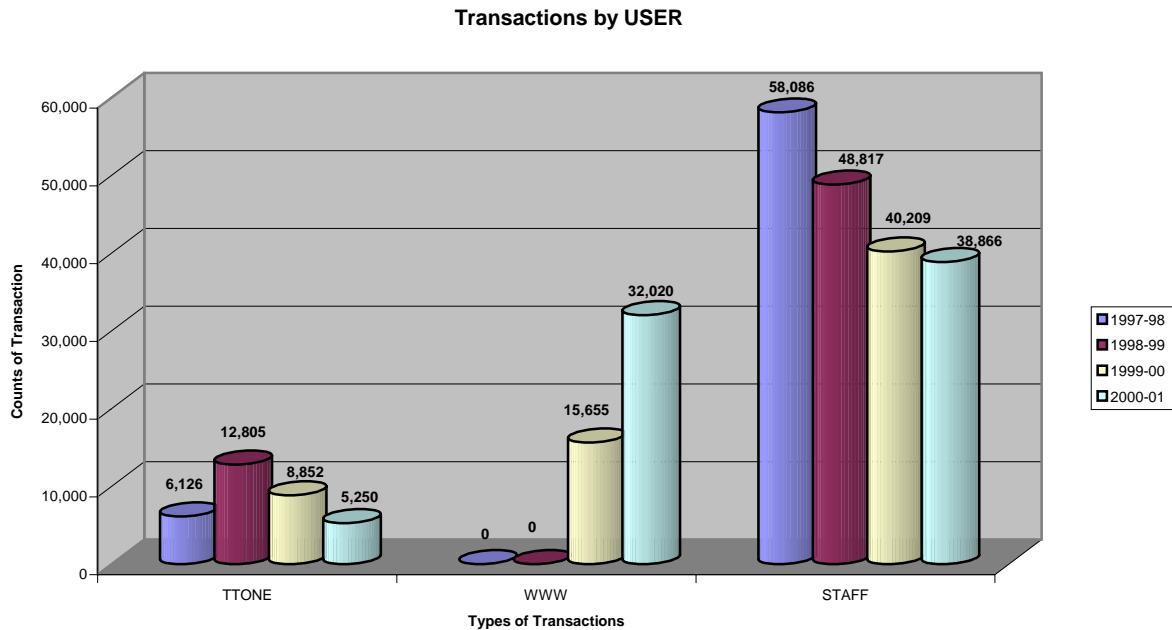
- *Student applications:* Student Schedule, Class Information, Financial Aid Inquiry, Hope Scholarship, Registration Appointment, Unofficial Transcript, Degree Audit, Student PIN Change, Schedule Planner, Registration, Student Address, and Web admissions.
- *Faculty applications:* Instructor Briefcase (class rosters and grade submissions).
- *Staff applications:* Employee Earning History (payroll and leave balance information).

Figure 5.3 shows a five-year use comparison for Touch-Tone registration, Web transactions, and YVCC staff contact.

- *Touchtone:* 109 percent use increase between 1997 and 1999. Declining use (-31% and -41%) between 1999 and 2001.

- *Web Applications:* 105 percent use increase between 1999 and 2001.
- *YVCC:* In-person transactions with YVCC staff have steadily declined between 1997 and 2001 (-16%, -18%, -3% respectively).

Figure 5.3 TRANSACTIONS BY USER



The increased use of Web applications has overloaded the Web transaction server. The college needs to investigate a more reliable transaction method for students.

Optical Scanning and Electronic Reports

In 1998, YVCC invested in an optical scanning and electronic report system called WinImage. Optical scanning provides easy access to records and has reduced physical file storage. To date, college transcripts and legal opinions have been scanned.

Business Office, budget, management information systems, and student reports have been redirected from printed to electronic reports, significantly reducing college-printing costs. An electronic storage facility was added for historical purposes.

Decentralization

Prior to January 2000, efforts to clean system data and reconcile MIS reports were centralized with the MIS coordinator. In 2000, this practice was decentralized and distributed to the various departments involved with student and payroll/personnel data to aid cleaning efforts and coordination among departments. The MIS coordinator reviews system reports and organizes them among departments. The shared cross-training effort has improved general knowledge of database interaction and generated ways to make the information coincide between the Student Management System (SMS) and the Payroll Personnel Management System (PPMS). Automated processes developed with Data Express and Microsoft Access have further enabled efficiency measures, reducing the working process from many hours to 15 minutes.

Another decentralization/automation effort was developed for class scheduling. Prior to June 1995, the class scheduling function was a manual process initiated at the department level and then entered into the SMS by the registration staff. The manual process was abolished and input decentralized. Now each department designates a staff member as a scheduling assistant responsible for entering class schedule information directly into the SMS. The scheduling coordinator trains the scheduling assistants and reviews the SMS input. This decentralization effort enhanced staff knowledge of the scheduling process, improved the integrity of system data, and eliminated the reliance on one or two individuals (Exhibit 5.13.10, Scheduling Assistants Listing).

In 2000, YVCC converted to Web-based grading. Prior to 2000, grades were scanned, manually reviewed and edited, and sent to the CIS where they were converted into the SMS system. Because of outdated local programming and hardware difficulties, the college shifted to a Web-based grading application, Instructor Briefcase, for faculty use. Many training sessions were held for full- and part-time faculty members. Web grading has increased use of technology by faculty members, eliminated manual processing, and reduced errors.

Administrative Equipment Requests

Upgrade requests are made on an annual basis from administrative departments and are included as part of the technology plan for computer and software upgrades. Consideration for upgrades depends upon user needs, available workspace, and applications for work performed. The current system purchased for administrative users is a Pentium III, 933 GHz processor with a 256 MB RAM.

Data Groups and Training

In order to respond locally to the college's need for information to plan and analyze college operations, a data group was formed in February 2000 at the direction of the president and vice presidents. The charge of the Data Group is to help provide the information necessary for research and planning. One of the major goals of the group is to share information and coordinate campus efforts for merging data. The Data Group consists of representatives from Financial Management, Financial Aid, Payroll and Personnel, and Student Services as well as the MIS coordinator, the director of technology and distance learning, the database developer and solution provider, and the institutional researcher. Group members meet weekly and provide information about their respective databases (Exhibit 5.13.11, Data Group Membership Listing and Information Support Circle; Exhibit 5.13.12, Data Group Accomplishments, 2000-2001; Exhibit 5.13.13, Data Group Goals, 2001-2002).

The Data Group has targeted training areas and secured training opportunities to further staff knowledge. For staff members using management systems, Data Express training and Microsoft Access training were provided in 2000. The registration coordinator also holds training sessions on a quarterly basis for instructors to learn the Student Management System and Instructor Briefcase, the Web application that handles class rosters and grading.

In 2000, three Data Group members took advantage of state board internship training to learn more about how data is collected at the state level. This training provided extensive experience in querying data warehouse fields for specific management information.

From the Data Group, a secondary group named the Instructional Data Group was formed in September 2000 to focus on instructional data collection. Ongoing training is provided to instructional end users to help them retrieve data from the old legacy system. The Instructional Data Group consists of Student Services representatives and support staff members of instructional divisions. Many members of the group are scheduling assistants responsible for entering information into the schedule. The Instructional Data Group meets monthly, and a listserv was created to aid communication among members (Exhibit 5.13.14, Instructional Data Group Membership Listing; Exhibit 5.13.15, Instructional Data Group Training Participants).

Another data group is planned for financial information. The goal of this Financial Data Group will be to share techniques on budget planning/accounting. The group also will provide training for anyone responsible for budgeting. The Financial Data Group will consist of staff members in all areas of the college involved with budget and accounting matters.

Database Development

In January 2001, a new position was developed within the Technology Services Department for a data management and solutions developer whose primary duty would be to evaluate current college processes for managing, tracking, and monitoring data as well as bridging the information processes between divisions.

The data management and solutions developer began database development immediately upon hire and to date has created seven databases for various administrative areas. These new databases have improved reporting, tracking, and decision-making, resulting in more efficient data use across campus. Table 5.15 shows database development since January 3, 2001.

Table 5.15 DATABASES

Database Title	Database Purpose
Faculty Database	Tracks instructor loads and course detail
Technology Services Staff Information	Tracks Technology Services staff information and professional development
Technology Services Training Program	Tracks Technology Services workshops and attendance
Inventory Database	Cross references Business Office inventory against Track It audit data
Human Resources Database	Tracks personnel information and payroll detail
Professional Development Active Server Page	Tracks and manages professional development activities in a global environment via intranet
APLabels	Creates labels for accounts payable
MIS Clean	Locates errors from the Student Management and Personnel Payroll Systems for clean up in the systems
Safety and Security Database	Tracks incident and accident reports

Wide Area and Local Area Network

The campus uses T-1 lines for data and video transmissions on the wide area network. Bandwidth utilization records are provided through the K-20 network. Technology Services monitors these records monthly and discusses them as needed with the Center for Information Services. Technology Services is investigating ways to modify the bandwidth for effective use of resources.

In 1995, the Educational Technology Initiative provided funding to create an Ethernet backbone for YVCC. The Yakima campus was designed with a fiber optic cable connected to every building in a star topology. The initial design has served the campus well in the acquisition of additional users. The performance of the network is evaluated continually, while user needs are assessed to verify that transmission speeds are adequate and network connectivity functions properly. In the past three years, a variety of hardware and software applications were added to increase transmission speeds for administrative and instructional functions (Exhibit 5.13.16, Former and Current Network Design and Infrastructure).

Servers

Technology Services currently uses 12 centralized and 2 decentralized servers. The centralized servers manage file and print services, proxy, e-mail, specialized applications, Web services, inventory, DNS, and DHCP. These servers, along with the network, allow resources and applications to be shared, enhance communication, and make customer service more efficient. In an average month, the exchange server processes over 10,000 mail transmissions on and off campus (Exhibit 5.13.17, Exchange Server Statistics).

Data and Telecommunication Planning

Technology Services works closely with Facilities Operations on remodeling and new construction projects. As part of this process, the director of technology and distance learning and other representatives are invited to meet with architects, engineers, and consultants to plan data and telecommunication infrastructure. YVCC uses BISCO standards for data and telecommunication (Exhibit 5.13.18, YVCC Premises Manual Interior and Exterior Wiring Specifications).

Telephone System

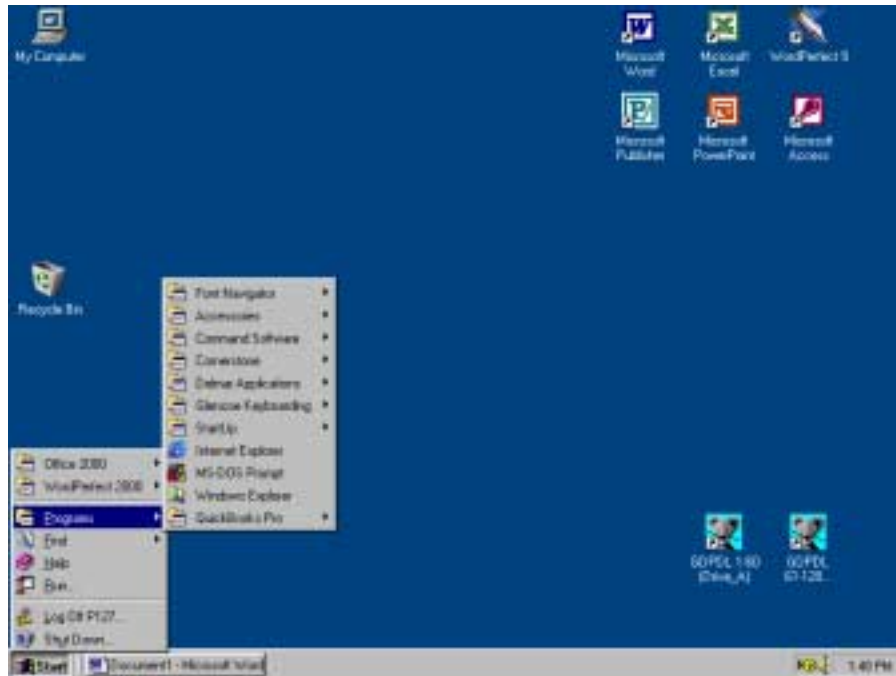
In 1996, YVCC invested in a modern telephone system. Prior to this investment, a central outside service provider owned the telephone switch, supplying 2500-series multiple line phones, each requiring a large 25-pair station cable for connection. An outside rather than in-house service personnel handled moving, adding, and changing telephones. There was no voice messaging.

The current system is a Lucent Definity Switch with Release 5 software. Technology Services personnel with specialized training in telecommunications maintain this switch, which is located on campus in the main data frame room. The system provides all YVCC employees individualized access to telephones. Voice mail features allow staff members to retrieve messages on and off campus (Exhibit 5.13.19, Telephone Data and Software Features). Technology Services is evaluating new software releases for further enhancing phone services.

Instructional Computer Labs and Library

Yakima Valley Community College maintains consistent computer lab rules at all sites. Copies of these rules and the college's electronic communications policy are posted in all labs. Technology Services also applies a standard desktop configuration and color scheme to computers in the labs, providing a consistent, user-friendly appearance. Figure 5.4 shows an example of the standard desktop.

Figure 5.4 DESKTOP SCREEN SHOT



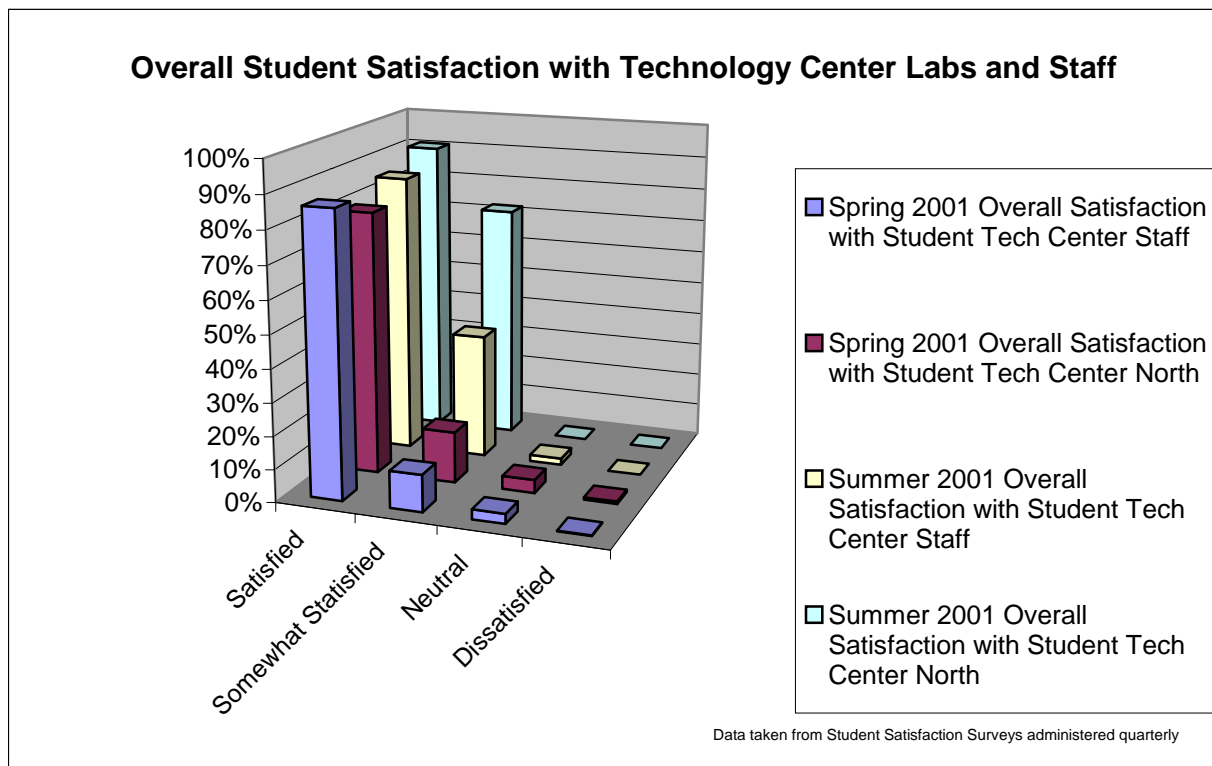
Technology Services staff members are assigned to all specific instructional labs including the library and excluding Information Technology labs. Technicians make daily visits to these labs to repair hardware and software. Problems in student labs are generally resolved within one day. If the repair will take longer, the technician will remove the computer from the lab area.

Instructors may communicate hardware and software problems to Technology Services in two ways. If the problem disrupts the function of the class, for example a printer does not work, the faculty member can call the Help Desk for immediate support. The Help Desk consultant will dispatch one or more technicians according to the nature of the problem. If the problem does not require immediate attention, however, the instructor is asked to record the problem on an area of the board in the lab along with the computer number (all lab computers are numbered) and the date of the request for service. Such a note may appear as follows: "Floppy drive problem on number 15, 5/08." A technician will work on the problem and remove the notes from the white board, as problems are resolved. If further clarification is required, the technician or Help Desk consultant will contact the instructor. In addition, the Technology Services quality assurance manual (Exhibit 5.13.20) provides information on the routine maintenance cycle, while the student resource center manual provides a breakdown of instructional classroom specifications.

Management of Student Technology Centers

Technology Services provides operational and support services for the Student Technology Center, an open computer lab on the north side of the Yakima campus. This lab provides 40 workstations for students, a scanner, two printers, and adaptive technology. It also serves as a technical support center and proctor resource for distance-learning students. One computer support technician and at least one student helper staff the lab each hour of operation. The center is open during the academic year from 7:30 a.m. to 9 p.m., Monday through Thursday; 7:30 a.m. to 4 p.m., Friday; 11 a.m. to 3 p.m., Saturday; and 12 noon to 6 p.m., Sunday. Student satisfaction surveys are conducted semi-annually. Figure 5.5 shows the results from the spring 2001 survey.

Figure 5.5 STUDENT SATISFACTION RESULTS



The majority of students who answered the “free response” section were especially satisfied with the helpfulness of the staff, the accessibility of open lab hours, and the availability of computers on campus.

The large number of workstations in the Student Technology Center limits the amount of desk space available for student use. During peak hours when many students are in the lab, it becomes a noisy place less conducive to work and study.

To better serve students on the south side of the Yakima campus, where the majority of professional and technical education programs are housed, a second student technology center will be open in fall 2001. The south side center will include 20 computers, two printers, and two adaptive technology computers. Hours of operation will be Monday through Thursday, 8 a.m.–4 p.m.

The Grandview campus maintains two open computer labs. One lab is open daily for the following hours: 7–8:30 a.m., 11:30 a.m.–1 p.m., and 3–5 p.m. This lab provides 25 workstations for students with one networked printer, one projector system, and adaptive technology. The second lab is open Monday through Thursday, 7 a.m.–9 p.m., and Friday, 8 a.m.–4:30 p.m. This lab provides 14 workstations for students with two networked printers, one scanner, and adaptive technology.

A computer support technician will be hired to work evenings on the Grandview campus, Monday through Thursday, 5–9 p.m. This technician will be available to support students in open computer labs.

Student E-Mail Accounts

Beginning fall 2001, all YVCC students will receive e-mail accounts through the college, following a memorandum of agreement with Walla Walla Community College and Columbia Basin College (Exhibit 5.13.21, Memorandum of Understanding with WWCC and CBC).

Each day an automated process, developed by Walla Walla Community College and included in the memorandum of agreement, will download names of students currently enrolled in one or more courses. If a student is no longer registered, the student's account will be removed automatically. Students may check their accounts from home or from one of the many campus computer labs.

Student Services will use the e-mail accounts to apprise students of important YVCC business and events. Faculty members will have access to student e-mail accounts through Instructor Briefcase. This additional service will enhance student support, service, and communication.

Faculty Equipment Requests

Faculty members may request technology upgrades through two sources: the appropriate division dean or the director of technology services and distance learning. The director of technology services and distance learning then meets with the faculty member to evaluate the instructor's individual needs. As with all administrative requests for purchases, consideration depends on user needs, available workspace, and applications of work performed. The current computer system purchased for faculty members is a Pentium III, 933 GHz processor with a 256 MB RAM.

New software acquisitions are handled in much the same way. Faculty members discuss with the director of technology services and distance learning any software purchases specific to their educational needs. All software and licensing is held within the Technology Services Department to ensure licensure compliance.

As part of the systematic plan, 25 percent of all faculty computers are replaced annually through new acquisitions or upgrades in a fair and reasonable sequence.

TRAINING

Technology Services Staff

Yakima Valley Community College Technology Services staff members participate in a variety of training opportunities including weekly technical readiness group meetings, monthly customer service training, and quarterly application-specific training. Staff members also participate in off-campus training opportunities. Weekly technical readiness group training have featured a variety of topics, such as Outlook applications. Monthly meetings, held during a working lunch, center on customer service topics and include all Technology Services staff members. Quarterly meetings have concentrated on such application-specific topics as network protocol and Cisco routers. Off-campus opportunities for staff members have included training in Macintosh computers, conflict resolution, interactive television, and Help Desk duties. Each department member is required to keep individual training records.

In collaboration with sister community colleges in Eastern Washington (Big Bend, Columbia Basin, Walla Walla, and Wenatchee), YVCC has formed an Eastern Washington Regional Technical Summit, which meets quarterly to discuss new innovations in technology, share technological ideas, and discuss best practices used on community college campuses. The first summit was hosted by Columbia Basin College in spring 2001. In attendance were over 60 technology staff members from participating community colleges. Eight different one-hour workshops were offered throughout the day concluding with a roundtable debriefing. YVCC will host the summer summit on August 30, 2001 (Exhibit 5.13.22, Eastern Washington IT Summit Brochures).

Specific Training Needs

In addition to specialized training for specific employment groups (such as scheduling assistants or instructors), the Technology Services Department provides staff training seminars on a regular basis to help staff members further develop computer hardware and software skills (Exhibit 5.13.23, Staff Training Announcements).

The department also sponsors a variety of on-campus hardware and software trainings. Examples of past training opportunities are provided in Table 5.16.

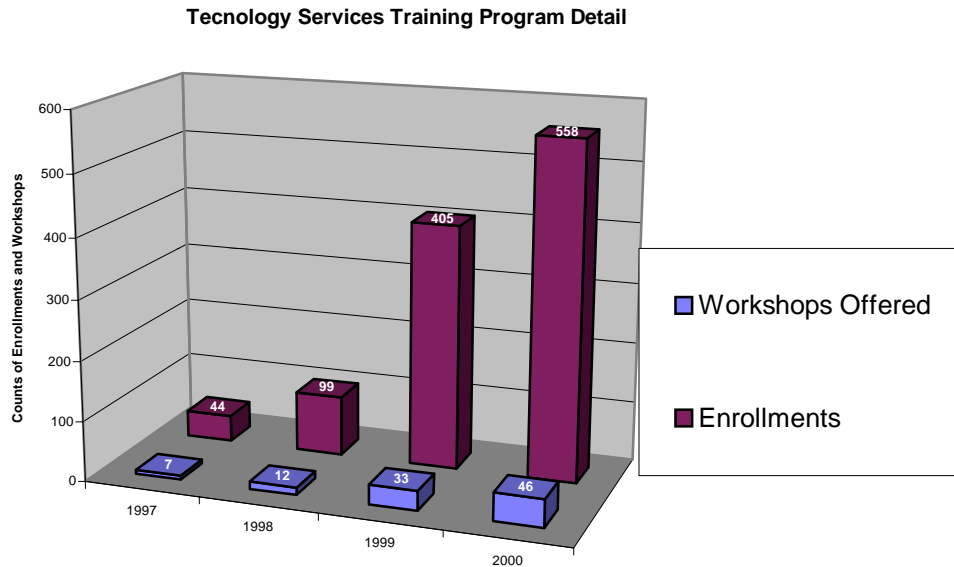
Table 5.16 TECHNOLOGY SERVICES TRAINING OFFERINGS 2000

Date	Workshop January through June	Presenter	Date	Workshop July through December	Presenter
01/17/00	Outlook Training	Jody Lawson	07/10/00	Network Presentation	Ti Vuong
01/18/00	Outlook Training	Jody Lawson	07/21/00	Outlook Training	Jody Lawson
01/18/00	Advanced Word	Jody Lawson	07/26/00	WinImage Training Session	Clarissa Wolfe
02/15/00	Outlook Training	Jody Lawson	08/23/00	Outlook Training	Jody Lawson
03/20/00	Access Training Level 1	Terrie Urbas	09/18/00	Outlook Training	Jody Lawson
03/21/00	Access Training Level 2	Terrie Urbas	09/25/00	Keeping Your Computer Clean	Mike Shields
03/22/00	Access Training Level 3	Terrie Urbas	09/28/00	Instructional Data Group Kick Off Meeting	Clarissa Wolfe
03/22/00	Outlook Training	Jody Lawson	10/04/00	Creating Fill-In Forms in Word	Clarissa Wolfe
04/07/00	Beginning Data Express (SMS)	Kelly Smith	10/10/00	Excel - Basic	Rick Davis
04/12/00	Front Page - Beginning	David Lynx	10/16/00	Outlook Training	Jody Lawson
04/17/00	Outlook Training	Jody Lawson	10/17/00	Digital Camera and Importing Images	Marsha Sortor
04/18/00	Front Page 2	David Lynx	10/17/00	Outlook Training	Jody Lawson
04/19/00	Access Training Level 4	Terrie Urbas	10/18/00	Ethics Training	Stephen Smith
04/21/00	WinImage Training Session	Clarissa Wolfe	10/19/00	Using and Downloading Existing Data Express Report	Sherry Bond
04/24/00	Front Page 3	David Lynx	10/23/00	Front Page - Beginning	David Lynx
04/26/00	Access Training Level 5	Terrie Urbas	10/25/00	WinImage Training Session	Clarissa Wolfe
05/18/00	Keeping Your Computer Clean	Mike Shields	11/13/00	Keeping Your Computer Clean	Mike Shields
05/19/00	Outlook Training	Jody Lawson	11/14/00	Creating Fill-In Forms in Word	Clarissa Wolfe
05/22/00	Keeping Your Computer Clean	Fred Miles	11/16/00	Excel - Basic	Clarissa Wolfe
05/22/00	Data Express	Sherry Bond	11/28/00	Digital Camera and Importing Images	Marsha Sortor
05/23/00	Outlook Training	Jody Lawson	11/28/00	Outlook Training	Jody Lawson
05/26/00	Keeping Your Computer Clean	Fred Miles	11/29/00	Using Forms from the Form Page	Clarissa Wolfe
06/27/00	Outlook Training	Jody Lawson	12/17/00	Front Page - Beginning	David Lynx

**Data taken from Technology Services Training Program Database*

Technology Service staff members, other YVCC staff members, and outside service providers present training sessions on both the Yakima and Grandview campuses. In 2000, Technology Services staff members provided 76 percent of training sessions offered on campus. Approximately 92 percent of YVCC staff members have participated in these offerings (Exhibit 5.13.24, Training Attendance Records). Figure 5.6 shows a count of enrollment and workshops offered between 1997 and 2000.

Figure 5.6 TECHNOLOGY SERVICES TRAINING PROGRAM DETAIL



The number of training sessions offered by the Technology Services Department has increased from 7 sessions in 1997 to 46 sessions in 2000. So far this calendar year, 66 workshops have been provided with a total of 537 participants. Workshop participation increased 27 percent between 1999 and 2000.

All YVCC employees are required to participate in Outlook training before an e-mail account is assigned. The department sponsors a two-hour training session for new employees as well as refresher training for interested staff members. During these training sessions, the electronic communications policy and guidelines for the use of e-mail are reviewed. All administrators, instructors, classified staff members, and exempt professional staff members have e-mail accounts. Accounts are also available for part-time faculty members and staff who choose to participate in training. Currently, 21 percent of part-time faculty and staff members have e-mail accounts (Exhibit 5.13.25, Exchange Server Usage Chart).

Providing Access To Education In A Variety Of Modes

Technology Services provides operational support and training in distance learning. A detailed discussion of this topic is located in the Distance Learning section of Standard Two. Interactive television equipment specifications are included in Standard Eight.

Budget

The Technology Services Department is funded with general operating dollars and revenue from student technology fees. Table 5.17 shows the 2000-2001 allocations of general operating funds. *Note: These figures do not include distance-learning funds.*

Table 5.17 TECHNOLOGY SERVICES BUDGET ALLOCATIONS

TECHNOLOGY SERVICES BUDGET ALLOCATIONS	
Category	Percentage
Salaries & Benefits	58%
Equipment	26%
Goods and Services	15%
Travel	1%

Salaries and benefits cover staff members who oversee the following areas: the Technology Services Department, management information systems coordination, database development and solutions, telecommunications, information consulting, computer maintenance and support, network administration, network infrastructure supervision, networking/cabling, and Web designing.

Goods and services include annual software expenses (Microsoft Campus Agreement, Antivirus, Track It, ScriptLogic, Reality, and WinImage), annual data processing support from the Center for Information Services, and staff training/professional development.

The college administration supports the acquisition of technology related equipment. During the last three years, YVCC has set aside \$160,000 per year for technology equipment: 80 percent for instructional equipment and 20 percent for administrative equipment. Prior to 1998, the college did not specify blocks of funds for computer and networking equipment. Since 1998, the annual \$160,000 allotment has allowed the college to improve the technological infrastructure, hardware, software, telecommunications, and data applications. Technology Services uses a systematic approach to upgrading administrative and instructional hardware. This approach allows the director of technology and distance learning to meet with administrative and instructional administrators to discuss the technology needs of departments and divisions.

Revenue-Generated Funds: Technology Fee

In 1998, the vice president for instruction and student services, the dean of enrollment and student services, the director of technology and distance learning, and the director of library and media services worked with the ASYVCC Cabinet and students to propose and implement a general technology fee of \$1.50 per credit (or a maximum of \$15 per quarter). The technology fee was designated to provide:

- Software
- Media for students (print, electronic, visual, and Internet resources)
- Instructional technicians (to extend computer lab hours)
- Repairs/upgrades of equipment
- Replacements for one lab each year

As planned, the technology fee revenue has been used in computer labs for staffing, consumable lab supplies, software, and hardware. The director of technology and distance learning reports annually to the student government on how the funds were spent.

During spring 2001, the YVCC student body on the Yakima and Grandview campuses voted to increase the technology fee from \$1.50 per credit to \$2.50 per credit (or a maximum of \$25 per quarter) beginning summer 2001. This increase will allow Technology Services to open a student technology center on the south side of campus and will provide additional resources for the Grandview campus. Other technology related services will benefit students as well.

Use of Student Employees

Technology Services employs many work-study students to help maintain computer labs, staff the Student Technology Center, and perform duties in the Technology Services work center in Palmer Hall. Most of these students are recommended or referred by Information Technology Department faculty members or the Financial Aid Office. Work-study students and Technology Services benefit from this relationship: students receive valuable workplace experience in their field of study (including training in software, hardware, customer relations, and workplace ethics/protocol), and Technology Services receives assistance without cost to the local budget, since students earn their designated work-study funds. Technology Services also employs some students without work-study funds; the department covers their wages.

The Technology Services Department also hires local telecommunications students from Perry Technical Institute on a part-time hourly basis. These students have been instrumental in cabling buildings, organizing and securing data closets, and helping move network connections. Once again, both parties benefit from this relationship: the students receive hands-on experience in their field of study, and the college receives necessary network infrastructure services at a fraction of the cost (27.5%) for services of outside vendors.

In March and April 2001, during the Technology Complex renovation, YVCC sponsored a large-scale training project for students enrolled in telecommunication classes at Perry Technical Institute. The savings to the college in wages alone was approximately \$24,000, while Perry Technical students gained worthwhile first-hand experience in their field.

Recommendations and Actions Taken

Staffing

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> • Annually review technology needs and adjust staffing accordingly. • Examine the relationship between technicians working in Information Technology programs and Technology Services. 	<ul style="list-style-type: none"> • Placed staffing needs as an agenda item for Technology Services annual goal setting. • None to date.
<ul style="list-style-type: none"> • Increase staffing to provide better service for students by adding additional part-time 	<ul style="list-style-type: none"> • Advertised for three part-time computer support technicians.

Recommendation	Action(s) Taken
computer support technicians on Yakima and Grandview campuses.	

Administrative Processing

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> Initiate a second performance analysis on the HP3000 during peak usage period. 	<ul style="list-style-type: none"> HP3000 processor performance analysis completed by Center for Information Services.
<ul style="list-style-type: none"> Analyze processor upgrade and rehosting information. 	<ul style="list-style-type: none"> Participated in statewide discussions about processor replacement and shared information with the president.

Software

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> Use other software overlays to create a more user-friendly environment. 	<ul style="list-style-type: none"> Implemented local processes and shared processes with other community colleges.
<ul style="list-style-type: none"> Collaborate with sister institutions to develop new processes. 	<ul style="list-style-type: none"> Participated in quarterly Eastern Washington IT technical workgroups.
<ul style="list-style-type: none"> Evaluate the efficiency and reliability of the Web transaction server and request a performance report on the server. 	<ul style="list-style-type: none"> Staff members run jobs to stop and restart the Web transaction server when it is busy.
<ul style="list-style-type: none"> Continue to use software applications that automate and improve processes, e.g., inventory control, customer support services, scan mail, desktop control, network security, and virus blocking. 	<ul style="list-style-type: none"> Placed software application needs as an agenda item for Technology Services annual goal setting and demonstrated applications to the Administrative Council.
<ul style="list-style-type: none"> Use optical scanning for additional applications such as course outlines and accounts payable documents. Create an implementation timeline with instruction and the Business Office. 	<ul style="list-style-type: none"> Supported the use of optical scanning in registration. Talked with Business Office to encourage scanning of documents.

Data Group

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> Activate Financial Data Group and create an implementation timeline with the budget and accounting managers. 	<ul style="list-style-type: none"> Discussed this process in Data Group meetings.
<ul style="list-style-type: none"> Continue Data Group and Instructional Data Group meetings. 	<ul style="list-style-type: none"> Scheduled meetings and related training.

Database Development

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> • Develop a procedure for database development requests to include Technology Services Department prioritization and cost analysis. • Inform Administrative Council of the procedure for database development. • Send an electronic message to inform campus. 	<ul style="list-style-type: none"> • Analyzed databases built to date and trained staff on their use.

Wide And Local Area Network

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> • Review wide and local area network performance monthly. 	<ul style="list-style-type: none"> • Collaborated with the CIS, K-20 network, and local resources to improve network performance.
<ul style="list-style-type: none"> • Continue to upgrade infrastructure and use hardware and software for security. 	<ul style="list-style-type: none"> • Planned to implement infrastructure upgrade as well as hardware and software purchase.

Data And Telecommunication Planning

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> • Continue to participate in data and telecommunication infrastructure development. 	<ul style="list-style-type: none"> • Participated in several planning sessions for remodels and new construction.

Telephone System

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> • Evaluate current version of software and value of upgrades. 	<ul style="list-style-type: none"> • Participated in meetings with telecommunications vendors for product demonstration.

Instructional Computer Labs And Library

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> • Continue to perform daily quality assurance procedures in computer labs. 	<ul style="list-style-type: none"> • Performed daily quality assurance procedures.
<ul style="list-style-type: none"> • Seek instructor feedback regarding instructional computer labs. 	<ul style="list-style-type: none"> • Surveys were distributed but limited responses were received.

Student Technology Centers

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> Evaluate accessibility and availability of open student technology centers. 	<ul style="list-style-type: none"> Expanded service areas and hours of accessibility with trained staff.
<ul style="list-style-type: none"> Continue to evaluate student satisfaction semi-annually. 	<ul style="list-style-type: none"> Conducted semi-annual evaluations and responded to student comments by adding additional areas of service and hours of trained staff.

Training

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> Continue in-service and external trainings to keep staff members up to date. 	<ul style="list-style-type: none"> Provided a wide variety of opportunities for Technology Services staff training.
<ul style="list-style-type: none"> Continue to offer staff training opportunities; seek feedback for additional offerings and levels of satisfaction. 	<ul style="list-style-type: none"> Provided an increased amount of technology training with positive responses from the college community.

Budget

Recommendation	Action(s) Taken
<ul style="list-style-type: none"> Continue to place technology as a priority budget item. 	<ul style="list-style-type: none"> The college administration has responded favorably in regard to supporting expanded technology.
<ul style="list-style-type: none"> Continue to use student employees and collaborative efforts with other training institutions. 	<ul style="list-style-type: none"> Used student support to expand operations, provide services, and promote a quality training experience for students.

Appendices

- 5.1 2001-2002 Library/Media Goals
- 5.2 Welcome Back memo to faculty
- 5.3 Library material order card
- 5.4 New Faculty memo regarding Library/Media services and ordering
- 5.5 New Faculty memo regarding Library/Media services and ordering for Grandview faculty
- 5.6 Library/Media Material Selection Guidelines
- 5.7 ACRL Academic Library Statistics - 1999 Compared to YVCC - Collections
- 5.8 Request for materials form for use with Grandview students
- 5.9 Staffing level comparisons with other Washington Community Colleges
- 5.10 ACRL Academic Library Statistics - 1999 Compared to YVCC - Personnel
- 5.11 Library/Media hours, circulation guidelines and library map
- 5.12 Printed copy of the Library Homepage
- 5.13 Library Operating Budget Comparisons Chart - YVCC 1997-2001
- 5.14 Library Operating Budget Compared to Similar Sized Washington Community College Budgets
- 5.15 Responses to Library Survey - YVCC Campus Students
- 5.16 Responses to Library Survey - Grandview students
- 5.17 Responses to Library Survey - Never Use the Library
- 5.18 Responses to Library Survey - Students without the “Never Use the Library” Responses
- 5.19 Responses to Library Survey - Part-time Students
- 5.20 Responses to Library Survey - Faculty

Materials in the Resource Room

- 5.13.1 Job Descriptions
- 5.13.2 Student Technology Resource Manual
- 5.13.3 Network Infrastructure
- 5.13.4 Telephone Information
- 5.13.5 Technology Services Goals 2000-2001
- 5.13.6 Technology Services Accomplishments 1999-2000
- 5.13.7 HP3000 Purchase/Expense Information
- 5.13.8 HP3000 Performance Analysis
- 5.13.9 Management Information Systems
- 5.13.10 Scheduling Assistants Listing
- 5.13.11 Data Group Membership Listing and Information Support Circle
- 5.13.12 Data Group Accomplishments, 2000-2001
- 5.13.13 Data Group Goals, 2001-2002
- 5.13.14 Instructional Data Group Membership Listing
- 5.13.15 Instructional Data Group Training Participants
- 5.13.16 Former and Current Network Design and Infrastructure
- 5.13.17 Exchange Server Statistics
- 5.13.18 YVCC Premises Manual Interior and Exterior Wiring Specifications
- 5.13.19 Telephone Data and Software Features
- 5.13.20 Quality Assurance Manual
- 5.13.21 Memorandum of Understanding with WWCC and CBC
- 5.13.22 Eastern WA IT Summit Brochures
- 5.13.23 Staff Training Announcements
- 5.13.24 Training Attendance Records
- 5.13.25 Exchange Server Usage Chart

STANDARD SIX—GOVERNANCE AND ADMINISTRATION

OVERVIEW

The current system of governance, with the exception of some changes in reporting relationships, has been in place since 1992. In order to best respond to the changing needs of the district, the college continuously reviews the organizational and decision-making structures to make certain that they effectively support the teaching and learning process.

GOVERNANCE SYSTEM

Authority and Responsibilities

Yakima Valley Community College is part of Washington State's system for community and technical colleges. The system of governance at YVCC is clearly defined in state statute, board policies, administrative procedures, and the college's organizational chart (Appendix 6.1). While policy is the responsibility of the Board of Trustees, the college's governance format also makes provisions for input from faculty, students, and staff. Similar to other community colleges in the state, Yakima Valley Community College is presided over by a five-member local Board of Trustees appointed by the Governor and confirmed by the Washington State Senate. The makeup of the Board of Trustees represents differences across local geographic areas, professions, genders, and ethnicities.

College governance is the legal responsibility of the Board of Trustees under the general statutes of the state of Washington and the policies and regulations of the State Board for Community and Technical Colleges. The Revised Code of Washington 28B.50.140 (Exhibit 6.1) establishes the authority of the Board of Trustees and delineates those authorities that may be delegated to the college president. The board has approved bylaws that further define the board officers, meetings, etc. as required by state statute (Exhibit 6.2).

After a 1996 meeting of the Washington Trustees Association, which focused on John Carver's book, *Policy Governance*, the board agreed to use the basic principles of the policy governance model as a basis for their operation. As a follow-up, trustees attended a training session facilitated by Miriam Mayhew Carver (co-author of *Policy Governance*) at Columbia Basin College in October of 1996. All board members received a copy of Carver's book and at their annual retreat in August 2000 reviewed and discussed the policy governance principles. Another training session was held January 8, 2001, to orient new board members to the governance model and refresh the knowledge of former board members in its principles.

The Board of Trustees appoints the president of the college. Since 1995, the president has served under a series of three-year contracts. Board motion 98-09-01 delegates its authority to the college president except for approval of budgets and fees, tenure, sabbatical leaves, faculty renewals, and contracts in excess of \$100,000 (Appendix 6.2). The bylaws, adopted by the Board of Trustees on June 17, 1967, and revised on January 7, 1999, further define the board's responsibilities including the terms and selection of officers. Article IV of the Board of Trustees constitution designates the president as the board secretary (Exhibit 6.3).

State Board for Community and Technical Colleges

The Board of Trustees and the State Board for Community and Technical Colleges (SBCTC) are governed by the Community and Technical College Act of 1991 and RCW 28B.50.140, which establish the authority of the Washington State Board for Community and Technical Colleges and the local Board of Trustees (Exhibit 6.1).

The SBCTC strives to enact policies that serve the 34 community and technical colleges. Because of the differences in the individual colleges, however, it is often a challenge to achieve equity. The challenges are further exacerbated by the other state boards and regional agencies, such as the Higher Education Coordinating Board, the Department of General Administration, the Department of Employment Security, the Department of Social and Health Services, and the Workforce Development Council, that impact local decisions.

Roles

All college employees and students have a role in the governance of the college as defined in various documents, including RCW 28B.50 (Community and Technical Colleges), the YVCC policies and procedures manual, the Washington Public Employees Association and Yakima Valley College Federation of Teachers collective bargaining agreements, and the code of student rights and responsibilities.

Analysis and Appraisal

Strengths:

- The Board of Trustees represents the diversity of the college service district.
- All employees and students share a role in governance.
- The Board of Trustees is committed to an adapted policy governance model that focuses on the broad issues of governance.

Challenges

- Because the State Board for Community and Technical Colleges enacts policies for 34 different colleges with varying degrees of impact, local governance is sometimes a challenge.

Recommendations and Actions Taken

- Trustees and administrators will continue to promote state board policies that do not negatively impact the college.

GOVERNING BOARD

Composition and Organization

The Board of Trustees is comprised of five members appointed by the Governor for five-year, renewable terms. The table below lists the members and their terms, occupations, and communities.

Table 6.1 YVCC BOARD OF TRUSTEES

Trustee	Term	Occupation	Community
Ann Miller	4/1994-9/2003	Community Volunteer	Yakima
Ricardo Garcia	4/1993-9/2001	Radio Broadcaster	Granger
Douglas D. Peters	12/1995-9/2005	Attorney	Selah
Elmer Ward	2/1998-9/2002	Attorney	Toppenish
San Juana Gonzalez	4/2000-9/2004	Banker	Yakima

Board meetings are held monthly, usually prior to the business meeting for a study session where topics are based upon interests of the board members or in preparation for future action. Past study sessions have focused on student demographics, technology and distance learning, high school initiatives, and community partnerships (Appendix 6.3).

The board also holds one or more annual retreats for more in-depth study. All meetings are announced in accordance with state regulations (Exhibit 6.4) and are open to the public, with the exception of privately held executive sessions.

Responsibilities

The Board of Trustees is ultimately responsible for establishing policy and ensuring the quality and integrity of the college. Duties, responsibilities, and operational procedures are outlined in the YVCC Board of Trustees constitution and bylaws (Exhibit 6.2) and in RCW 28B.50 (Community and Technical College Act of 1991, Exhibit 6.1). In addition, the ethical requirements of the board are described in the Public Ethics Law of Washington.

The board acts as a committee of the whole, with members sharing responsibility for attendance at meetings and college functions. The board chair has delegated authority to sign documents, set agendas, and speak on behalf of the board. The chair is also the primary contact for the college president. When necessary, the Board of Trustees seeks counsel from its assistant attorney general regarding potential or actual litigation.

Selection and Evaluation of Chief Executive Officer

In 1994, following the resignation of President Phil Tullar, the Board of Trustees hired a consultant to help conduct a national search to select a president. Dr. Don Hughes, vice

president for instruction and student services, was appointed interim president for one year. The interview process was comprehensive, involving all segments of the college and the community, and culminated in two board members and an administrator visiting the campuses of the three finalists. After a nine-month process, in June 1995, the board announced the selection of Dr. Linda Kaminski as the college president. The board conducts an annual evaluation of the president's performance that includes a self-evaluation and input from college administrators, faculty, staff, and community members.

Mission and Program Review

The board reviews and approves the college's mission, all college policies, and all programs leading to degrees, certificates, and diplomas.

Board Evaluation

The YVCC Board of Trustees holds an annual retreat to analyze and revise its goals and to evaluate its performance and accomplishments as a board. On April 9, 1999, the board contracted Dr. Doyle Winter, executive director of the Washington Association of School Administrators, to facilitate this process. Some board members attended the 1996 TACTC conference on implementing the policy governance model of John Carver followed by a one-day workshop with Miriam Mayhew (co-author of John Carver's book on policy governance). As a result of implementing the policy governance model, the board focuses on broad policy issues and long-range goals. The board also has encouraged open communication with the community. In February 2000, for instance, the board held a daylong dialog with members of the community representing city and county government, the Chamber of Commerce, education, business, and radio and news media. As a result of this dialog, a community committee named Friends of the College was formed along with a series of focus sessions to discuss the ten-year vision of the college.

On July 18, 2000, the Board of Trustees held another retreat led by Ms. Jane Gutting, superintendent of Educational Service District 105, to evaluate their effectiveness and set goals for the 2000-2001 academic year. The next retreat is planned for August 27, 2001, for the purpose of evaluating the performance of the board during the past year and updating goals. The present board is committed to raising the visibility of the college in the community, finding effective ways to manage community input, and maintaining financial security.

Organizational Structure

The board makes sure that the organization and staffing of the college are appropriate to its mission. The organization of the college has been in place since 1992 with the following additions to accommodate the changing needs of the institution:

- Director of Technology
- Director of Institutional Research/Grants
- Coordinator for Community Relations
- Director for Adult Basic Education/English as a second language
- Director for Workforce Development
- Faculty Facilitators for the Professional and Career Education Division

- Director of the Grandview campus
- Database Management and Solutions Manager

Due to reductions in funding, several administrative positions were eliminated or integrated with other positions. For example, in the spring of 2000, the position for the dean of basic skills was eliminated and responsibilities reassigned to the dean for the Grandview campus. In the spring of 2001, the director positions for institutional research/grants and adult basic education were eliminated, as well. When the dean for enrollment services retired in summer 2001, the position was removed and responsibilities reassigned to the dean for the Grandview campus. A new position, the director for the Grandview campus, was then added to the administrative structure. Also during summer 2001, the Basic Skills Division staff and faculty were integrated into the PACE Division, since renamed the Workforce Development Division.

(Note: See Appendix 6.1 for YVCC's current organization and reporting relationships.)

Finances

Usually in June, following study sessions and reviewing updates in open meetings, the board approves the annual budgets for the next fiscal year. The board also reviews the final audit reports, and one member attends audit exit conferences.

Accreditation

The board has involved itself in the accreditation process through study sessions (Appendix 6.3) and representation on the Self-Study Steering Committee as well as committees for standards one, four, six, and nine.

Analysis and Appraisal

Strengths

- The Board of Trustees represents the diversity of the community.
- The Board of Trustees has been willing to devote additional time to become well informed of the issues and programs offered by the college.
- The Board of Trustees is committed to developing policies and long-range goals.
- The college has added new positions that enhance its ability to respond to the changing needs of students.

Challenges

- Due to the large number and wide variety of Washington community and technical colleges, state system decisions sometimes have a negative impact on colleges like YVCC which have distinct demographics.
- Severe budget cuts have reduced staff in areas of importance and increased workloads for remaining staff members.

Recommendations and Actions Taken

- The college will continue to work toward increased enrollment and funding, which will allow lost positions to be replaced.

- The college president, trustees, and staff will continue to be vocal advocates so that statewide decisions do not negatively affect YVCC more than other colleges in the system.

LEADERSHIP AND MANAGEMENT

The president provides leadership by developing goals and priorities that enable the college to fulfill its mission. Dr. Linda Kaminski, sixteenth president of the college, began her duties as president on August 1, 1995. Her full-time responsibilities are to the institution, and she has no other employment that might compete with her responsibilities. She also serves on a variety of community boards and committees that directly benefit the college and make it more visible.

Administrator duties and responsibilities are clearly outlined in position descriptions (Exhibit 6.5) as well as the policies and procedures manual (Exhibit 6.6). The ethical conduct of administrators, and all state employees, is guided by RCW42.52, Ethical Code (Exhibit 6.7), and the board policy on ethical behavior (Appendix 6.4). Administrators are held to these requirements, and failure to comply may result in disciplinary action including removal from the position. Administrators are hired only if they meet the specified qualifications, and they are evaluated annually to make certain they continue to fulfill the requirements of the position (Appendix 6.5). While administrators are held to time constraints for most decisions, which are usually made efficiently, vice presidents and deans are similarly responsible for evaluating their subordinates in a timely manner.

Decision-Making

Decision-making is an outgrowth of three primary committees. The Executive Committee, consisting of the president, the vice president for administrative services, and the vice president for instruction and student services, meets twice a month. The Administrative Council, formed in the fall of 2000 to replace the Management Action Team, includes the president; vice presidents; deans; and directors of technology, the library, human resources, and facilities operations (Exhibit 6.8). This council meets twice monthly and makes decisions that support the effective operation of the institution. The third committee, the President's Council (Appendix 6.6), was formed in the fall of 2000 with representation of administration, exempt staff, classified staff, and faculty. It includes four faculty members, three classified staff members, two administrators, and five exempt staff members. The council meets monthly, gathers information electronically (Appendix 6.7) from the entire college community between meetings, and makes recommendations on issues that affect the college and support the college vision (Exhibit 6.9).

Other regular meetings occur within divisions, departments, and work units on a weekly and monthly basis. In addition, the president holds an all-staff meeting each month to discuss items on the board agenda and any other topics of interest to the group. Feedback from the discussion is shared with the board chair. Ad hoc committees that meet when appropriate include the Budget Committee, the Planning Committee, and subgroups of various departments to develop and review goals and engage in team-building activities.

Administrators maintain open lines of communication with faculty, staff, and students. The president, for instance, meets with the executive committees of each bargaining unit every month

and quarterly with the Student Senate. Decisions are communicated through the all-staff meetings, e-mail, and the college's internal newsletter.

Research and Planning

Data collection is an ongoing challenge for the college. Like most of the community and technical colleges in the state during the past six years, YVCC has tried to reduce its dependence on the Center for Information Services (CIS) and become more self-sufficient in collecting data. From 1997 to 2000, the president participated on the CIS Executive Board, working to develop statewide software that is user friendly. In 1999-2000, she assumed an even more active role as chair of the CIS Executive Board when it decided not to contract with Peoplesoft as the state system provider. Recently available Data Express software has made it easier for college staff members to access data at the local level.

Yakima Valley Community College recognizes that collecting reliable data is important for effective planning. In fall 1999, the college hired a full-time administrator responsible for institutional research and grant writing. Unfortunately, the researcher position was eliminated to accommodate budget reductions that resulted from the 2001-2002 legislative appropriation to the college. Data collection, historically, has been a decentralized and labor-intensive activity. However, the college is making a concerted effort to bring all data collection together in one place so needed information is available for management purposes (Appendix 6.8).

One of the barriers to data retrieval is the way management information systems are directed through a statewide consortium effort. The old legacy system provides information on financial management, student financial aid, payroll and personnel, and student management. For the end user, the system is difficult and requires training and careful querying of multiple databases and datasets to generate reports. In order to use the data for planning and research, separate systems need to be merged. A consortium effort to initiate data warehousing and to reformat data for all colleges in the state system of community and technical colleges is currently in progress. Once completed, it will greatly improve and simplify access to data.

Requiring reliable data for analyzing and planning college operations, the president and vice presidents directed that a data group be formed to help provide necessary information for research and planning. One of the major goals of the Data Group is to share information and coordinate campus efforts to merge data. The Data Group consists of representatives from Financial Management, Payroll and Personnel, and Student Services; an instructional database person; a management information system coordinator; the director of technology; and the institutional researcher. Members of the Data Group meet weekly and contribute information about their respective databases (Appendix 6.9 and 6.10). In addition, three members have completed state board internship training to learn more about the way data is collected at the state board level. The members learned how to query data warehouse fields for specific management information.

From discussion with the vice president for instructional and student services, the Data Group created a method for assessing faculty productivity. The college then contracted with a private database developer to produce an automated overlay for the legacy system data. The project was so successful that, in response to the need for more automatic databases for research and

planning, the president approved a new position for a database management and solution developer. This person will work in cooperation with various departments to create automated databases and train staff.

In fall 2000, a secondary group called the Instructional Data Group was formed with a more limited role of collecting instructional data. Ongoing training is being provided to instructional end-users, which will enable them to retrieve data from the legacy system. The Instructional Data Group consists of Student Services representatives and direct support staff to instructional division deans. The group meets monthly and uses a listserv to enhance communication among members (Appendix 6.11 and Appendix 6.12).

Yet another data group is planned for financial information. The Financial Data Group will include staff members in all areas of campus responsible for budget and accounting matters. Their goal will be to share techniques for budget planning and accounting.

Administrative and Staff Policies and Procedures

Policies and procedures for appointing, evaluating, retaining, and terminating administrators are published in the policies and procedures manual (Exhibit 6.6). The current affirmative action policy (Exhibit 6.10) prohibits internal promotion without an external search and interview process. Procedures for classified staff are published in the WPEA Agreement (Exhibit 6.11) and the Personnel Resources Board rules and regulations (Exhibit 6.12). All policies and procedures are periodically reviewed and revised as needed. In 2000-2001, the Board of Trustees reviewed all college policies and instructed the administration to compile a directory of board policies separate from college procedures. The policy manual was completed in spring 2001 and is available electronically (Exhibit 6.13). The board further directed that all recommendations for board action reference the board policy or state regulation that authorizes the action.

Administrative and staff salaries and benefits have been adequate to attract and retain qualified employees based upon candidate pools and low attrition. YVCC regularly conducts position audits and compares salaries and benefits with those for comparable positions at other community colleges in the state (Exhibit 6.14).

Institutional Advancement Activities

The YVCC Foundation is responsible for institutional advancement. All foundation activities are consistent with the mission and goals of the college (Appendix 6.13). For example, the foundation provides scholarships to students and low-interest loans to faculty and staff for purchasing personal computers. It also rewards faculty and classified staff excellence and assists the college in upgrading classrooms and expanding facilities and parking. Such efforts support the institutional mission and goals by promoting student access, technology, instructional quality, and staff development. Four members of the Foundation Board comprise the YVC Corporate Board. The YVC Corporation provides financial assistance to the college. The foundation also oversees the Alumni Association, which provides scholarships and maintains connections with former students. The college president and a trustee are ex-officio members of the Foundation Executive Board while an administrator and faculty member are voting members of the Foundation Board of Directors (Appendix 6.14).

Some of the major activities of the YVCC Foundation, the YVC Corporation, and the Alumni Association include the following:

- In 1996, through collaboration with YVCC, the foundation received a Title III Endowment Challenge Grant from the Department of Education in the amount of \$500,000. The foundation raised more than \$250,000 to match the grant.
- In 1999, the college purchased property from YVC Corporation that it had developed into a parking lot for the college.
- In 1999, the foundation matched a \$100,000 Exceptional Faculty Grant from the Washington State Board for Community and Technical Colleges.
- In 1998, the Alumni Association donated a photographic display of outstanding alumni.
- In 2000, the YVC Corporation contributed \$250,000 in matching funds for the renovation of the Technology Building.
- In 1999 and 2001, the YVC Corporation purchased property adjacent to the Yakima campus to assist the college with future expansion.
- The foundation continues adding to its endowment income for scholarships. In 1999 income from contributions totaled \$572,839, and in 2000 they totaled \$508,608.

Faculty Role in Governance

Planning, budgeting, and policy development is evident in faculty participation on various committees related to curriculum, program advisory, tenure, and many others (Appendix 6.16, Exhibit 6.15). Faculty are either appointed to committees or invited to voluntarily participate. Prior to the formation of the Administrative Council and President's Council in fall 2000, the faculty was represented on the Management Action Team by the union president, who also reports at monthly Board of Trustees meetings. Faculty members themselves may provide information to the trustees during the "call to the public" portion of the meeting or during discussion of any agenda item if called upon by the chair. Each quarter, the college president meets with the Executive Board of the faculty union and regularly with the union president. Members of the faculty also participate in monthly all-staff meetings with the president. Committee meeting times and minutes are either posted electronically or otherwise available upon request.

Student Role in Governance

Students are organized as the Yakima Valley Community College Associated Students and have elected representatives on the Student Executive Committee which consists of the following officers: a president, a vice president, a secretary, a treasurer, and four programmers. Elections are held each spring for the next academic year. The Executive Committee meets weekly as does the Student Senate, which is comprised of the Executive Committee plus representatives of each of the student clubs. The senate makes recommendations about issues that impact students and proposes the student activities budget to the Board of Trustees each spring. In 1998, the vice president for instruction and student services and the dean for the Grandview campus decided to have a separate student government for the Grandview campus with its own elected officers. Since then, the Grandview Student Association oversees the activities and budget for the Grandview campus.

The student role in governance, including planning, budgeting, and policy development, is evident in their participation on various committees for tenure review, hiring, safety, Hispanic advisory, facilities planning, student hearings, traffic appeals, and curriculum. Their participation is likewise apparent in vision focus groups. In some instances, students have given input to search committees after interviewing candidates for positions at the college. Based on the recommendations of students, the college initiated a Chicano studies course in 1996 and hired a full-time Chicano studies instructor. Following additional student recommendations, YVCC revised the athletic logo, made extensive renovations to the Hopf Student Union Building in 2000, and in the same year initiated an annual graduation celebration at the Grandview campus.

Both the Yakima and Grandview student government presidents report to the Board of Trustees at the monthly board meeting. Individual students may also address the board at the call to the public or during board discussion if recognized by the board chair. The college president meets with the Student Executive Board once each quarter. Students are usually solicited for committee participation through the student government president.

Analysis and Appraisal

Strengths

- The college foundation provides much needed funding to assist the college in leveraging additional state funds and providing scholarships for students.
- Representatives of all employee groups participate in planning and decision-making on various committees and in many meetings.
- Duties and responsibilities of all college staff are clearly outlined, and employee evaluations occur on a regular schedule to ensure continued proficiency.
- Using technology, the President's Council has been able to involve more faculty and staff in discussions of college issues.
- Monthly all-staff meetings provide opportunities for staff input into governance of the college.

Challenges

- The college continues to struggle with data collection that is timely and efficient enough to guide decision-making and planning.
- Budget reductions have resulted in fewer administrative staff to efficiently manage some areas of the college, which sometimes delays decision-making and completion of projects.

Recommendations and Actions Taken

- Yakima Valley Community College will continue to develop new financial resources that will be used to hire additional faculty and staff in critical areas.
- The college will collaborate with other institutions to improve the technology needed for adequate, timely data management to inform decision-making and planning.

POLICY ON AFFIRMATIVE ACTION AND NONDISCRIMINATION

Through YVCC's policy and action plan, the college seeks to ensure the following: all people have an equal opportunity to be employed and use the services of the college without discrimination; affirmative action is recognized as a tool to attain parity within the workforce; and services and programs are provided in a fair and impartial manner. Yakima Valley Community College is committed to providing equal employment and educational opportunities without regard to race, color, sex, religion, creed, age, marital status, national origin, sexual orientation, veteran status, or the presence of any physical, sensory, or mental disability.

Yakima Valley Community College affirmative action policy includes a strong statement in support of equal employment opportunity and affirmative action (Exhibit 6.10).

The Board of Trustees reviews the college's affirmative action plan annually, typically as part of an executive study session and later as an information item during a formal board meeting. The plan is required and approved by the Washington State Governor's Affirmative Action Policy Committee (GAAPCom). GAAPCom approved the current three-year affirmative action plan in 1999 (Exhibit 6.10) and the update in 2000 as a transition into a four-year review cycle. GAAPCom's review of the update resulted in three commendations, one recommendation, and no concerns regarding the plan, which is widely disseminated both within and outside the college community.

To guarantee equal opportunity in all aspects of employment procedures, personnel administration, and business transactions, the president of the college and the director of human resource services, who is also the affirmative action officer, monitor and enforce the affirmative action plan (Exhibit 6.16).

Analysis and Appraisal

Strengths

- The college Board of Trustees, the president, and the director of human resource services/affirmative action are all committed to the diversification of college employees. Board and staff members have provided resources in support of their commitment.
- Through current leadership, the college has initiated a program to foster a diversified faculty through internships made available to former students who are currently enrolled in graduate programs.
- All job applicants are required to respond to questions regarding cultural awareness and an ability to work with students of color.
- Each search committee includes representation for gender and ethnicity.
- Recruitment efforts include advertising in journals specific to persons of color.

Challenges

- Passage of Washington State Initiative 200 has limited the college's ability to interview women and persons of color.
- Best efforts have not substantially increased the number of persons of color hired in faculty and administrative positions.

Recommendations and Actions Taken

- Yakima Valley Community College is working with the Governor's Office to challenge the attorney general's opinion that selective certification of candidates is a violation of Initiative 200.
- Yakima Valley Community College will continue strong recruitment efforts to attract women and persons of color, particularly in faculty and administrative positions.
- Yakima Valley Community College will continue to encourage former students to apply for available positions, particularly faculty and administrative positions.

POLICY ON COLLECTIVE BARGAINING

Yakima Valley Community College has two collective bargaining agreements: one with the Washington Public Employees Association (Exhibit 6.12), pertaining to classified employees; and the other with the Washington Federation of Teachers (Exhibit 6.17), pertaining to the faculty. The college endeavors to promote and maintain open lines of communication between all employees. This communication is encouraged through staff meetings, public forums, and other opportunities for constructive input. Labor relations have been enhanced by negotiations that use collaborative methods of bargaining. Union representatives are included on the newly formed President's Council and were previously included on the Management Action Team. The college president and the director for human resource services regularly and independently meet with the union presidents.

Classified Employee Collective Bargaining

The exclusive bargaining agent for the classified employees is the Washington Public Employees Association (WPEA). Most terms and conditions of employment are set by legislative intent and included in Title 251 of the Washington Administrative Code (Exhibit 6.18). The college Board of Trustees and WPEA periodically negotiate a labor agreement consistent with the statute which spells out the terms and conditions for classified employees including, but not limited to, such items as leaves, probationary employment, dismissals, discipline, and reductions-in-force. The current collective bargaining agreement (Exhibit 6.11) was extended through the 1999-2000 academic year, the terms and conditions of which continue to cover classified employees while the parties are in collective bargaining.

Faculty Collective Bargaining

The exclusive bargaining agent for the college faculty is the Yakima Valley College Federation of Teachers (YVCFT), which is affiliated with the Washington Federation of Teachers (WFT), AFL-CIO. The college Board of Trustees and YVCFT periodically negotiate a labor agreement that defines the terms and conditions for academic employees including, but not limited to, such items as leaves, probationary employment, dismissals, discipline, reductions-in-force, tenure, and salary schedules. The current collective bargaining agreement was most recently negotiated using interest-based bargaining methods and resulted in a three-year agreement (Exhibit 6.17).

Analysis and Appraisal

Strengths

Collective Bargaining at Yakima Valley Community College has resulted in:

- A voice for all classified staff and faculty to impact the policies and procedures for the operations of the college.
- A means for college employees to relate to statewide and national organizations with similar interests.
- A good faith effort to consider opposing views and to resolve conflicts.
- Clear guidelines for staff interactions and college procedures.
- A collective voice to address legislative issues.
- A framework to foster a balance of power and influence.
- A vehicle for a collaborative process in addressing issues affecting the college.
- Successful interest-based bargaining with the YVCFT.

Challenges

- The college's efforts to implement interest-based bargaining with the WPEA have not been accepted.
- Legislative changes affecting contracts present significant challenges by pre-empting local priorities and forcing the college to reallocate existing funds in order to carry out unfunded state mandates.

Recommendations and Actions Taken

The college will continue to:

- Promote and refine its processes regarding interest-based bargaining with the YVCFT.
- Make good faith efforts to consider and accommodate opposing views.
- Work with legislators on issues that impact the college faculty and staff.
- Work with legislators to preserve local bargaining priorities.
- Attempt to implement interest-based bargaining with the WPEA.
- Negotiate a successor agreement with the WPEA.

Appendices

- 6.1 College Organizational Charts
- 6.2 Board Motion 98-09-01, Delegation of Authority to the College President
- 6.3 Study Session Topics 1999-2001
- 6.4 Board Policy on Ethical Behavior
- 6.5 Administrative Evaluation Instrument
- 6.6 President's Council
- 6.7 Electronic Feedback to President's Council
- 6.8 Public Folder for State Board Information
- 6.9 Data Group Membership
- 6.10 Data Group Information Support Circle
- 6.11 Instructional Data Group
- 6.12 List of Training Sessions
- 6.13 College Mission and Goals
- 6.14 Agreement between YVCC and the YVCC Foundation
- 6.15 Foundation Executive Board Members, YVC Corporation Members, Alumni Association Members
- 6.16 Committee Memberships

Materials In The Resource Room

- 6.1 State Statute RCW 28B.50.140
- 6.2 Board of Trustees Constitution and Bylaws
- 6.3 Board of Trustees Constitution, Article IV
- 6.4 State Regulations Regarding Board Meetings
- 6.5 Position Descriptions for Administrators
- 6.6 Policies and Procedures Manual
- 6.7 RCW 42.52 Ethical Code
- 6.8 Minutes of Administrative Council
- 6.9 Minutes of President's Council

- 6.10 YVCC Affirmative Action Plan
- 6.11 YVCC/WPEA Collective Bargaining Agreement
- 6.12 Personnel Resources Board Rules and Regulations
- 6.13 Board Policy Manual
- 6.14 Comparison of Administrative Salaries within the Washington System for Community and Technical Colleges
- 6.15 Faculty Contract, Article XIII
- 6.16 Media articles Regarding YVCC Commitment to Affirmative Action
- 6.17 YVCC/YVCFT Collective Bargaining Agreement
- 6.18 WAC 251, Higher Education Personnel Board

STANDARD SEVEN—FINANCE

OVERVIEW

Financial planning, adequate financial resources, financial management, and fundraising and development are and will continue to be integral parts of YVCC's mission and goals. Due to declining enrollments over the past few years, the college has increased efforts to bolster the financial resources from as many sources as possible and strengthen the financial oversight of those resources in accordance with state regulations.

Financial planning begins with the college's mission and goals as the cornerstone for short-and long-range decision making at all levels. The vice president for administrative services governs financial resources with input from the directors of accounting services and budget services. Financial management is governed by the Board of Trustees through the president and delegated to members of the Administrative Council and their staff. Fundraising is administered through various parties, including the YVCC Foundation, the Associated Student Body of YVCC, and private contributors.

All parties play a key role in maintaining a financially adequate and stable institution in fulfillment of YVCC's mission and goals—from the college level, through the division level, and finally at the department level.

MISSION AND GOALS

The financial resources of the college are evaluated on an annual basis to ensure that distributed resources and related services provide a balance of fiscal and customer service support necessary to 1) offer comprehensive educational programs, 2) provide educational opportunities that are sound, accessible, and student centered, and 3) provide services that support student success.

The Business Office, in concert with the Financial Aid Office, has revitalized a focus on using cross-functional expertise in all areas to provide the best service possible to students. The Business and Financial Aid offices meet bi-monthly to discuss subjects affecting both offices in order to maximize student services.

Division and department goals that coincide with financial goals, as well as the institutional mission and goals, are shown in Appendix 7.1 and 7.2.

FINANCIAL PLANNING (7.A)

Financial planning and budgetary matters at Yakima Valley Community College are governed by a number of boards, including the Board of Trustees, the State Board for Community and Technical Colleges (SBCTC), and the Higher Education Coordinating Board. These boards were created by the state legislature, with functions and responsibilities defined in the Revised Code of Washington. They give the college autonomy in financial planning and budget matters within the overall mandates and priorities (7.A.1).

While the Washington State Office of Financial Management outlines the basic principles that guide the college's budget and accounting structure, the SBCTC establishes additional criteria and reporting requirements. The Department of General Administration governs other fiscal matters such as purchasing and risk management. The State Auditor's Office also issues rules, opinions, and procedures that apply to the college.

Yakima Valley Community College's primary source of funding is the annual allocation received from the Washington State general fund through the SBCTC. Using a formula based on full-time student equivalents (FTEs) served to determine allocation levels, the SBCTC grants authority to spend from this allocation, or other special funds, to the YVCC Board of Trustees (7.A.1, 7.A.3).

Budget Goals and Process

One of the five institutional goals of the college states, "Yakima Valley Community College fosters a shared sense of direction and inspires cooperation, commitment, and creativity throughout the district." In light of this statement, the college refined the financial planning process in fiscal year 2000–2001 to include the following goals:

1. Develop a more participatory budget process to include more input from staff.
2. Incorporate the institution's mission, vision, and goals into the process.
3. Clearly communicate the decisions made by administration to staff and the community.

To facilitate these changes, the president restructured the existing Budget Committee into a new forum of key administrators and staff members. This expanded committee, the Administrative Council, includes the president, both vice presidents, the deans, and administrative staff members. The president also formed another committee, the President's Council, with membership that includes the president, vice presidents, classified and exempt staff members, and representatives from the classified and faculty unions. The Administrative Council's charter in the financial planning process is to gather departmental and division budget input, prioritize requirements, and allocate resources based on budget limitations. Once these resources are allocated, the president disseminates results of the Administrative Council's decisions made during the budget process. This increased participation in financial planning was precipitated by a decrease in enrollment trends that began in fiscal year 1997–1998 and continues to the present.

The declining enrollment trend (Appendix 7.3) has challenged the college's financial planning process, resulting in a vulnerable budget climate due to ongoing budget reductions in programs and staffing levels to meet budget limitations. This climate is evident in the results of an April

2000 survey that was delivered to every full-time staff member (Appendix 7.4). Survey outcomes regarding the financial planning process highlighted two major areas of concern: (1) lack of participation in the budget process, and (2) dissemination of news regarding decisions made in the budget process.

To address these concerns, several management initiatives were instituted:

- Establishment of the Administrative Council and President’s Council, with meetings held twice a month.
- An accelerated budget calendar that begins in October rather than February of the fiscal year.
- Formation of a Data Group comprised of a cross-section of staff members whose task is to determine a means for providing accurate, timely financial and student data to administrators and staff members.
- More frequent closed meetings with the Board of Trustees to discuss current budget issues and long-range financial plans.

(Note: Memberships of the Administrative Council, the President’s Council, and the Data Group are listed in Appendix 7.5, along with accomplishments of the Data Group for 2000–2001 and goals for 2001–2002.)

The annual budget process (Appendix 7.6) includes solicited input from departments through respective divisions with subsequent input from the vice president for instruction and student services and the vice president for administrative services. Budget requirements are then consolidated into a prioritized list. The Administrative Council reviews this list and makes recommendations based on funding allocations. Once the Administrative Council makes its recommendations, the results are disseminated through various forums: open campus meetings, vice presidential staff meetings, division meetings, department meetings, and a consolidated budget book (Exhibit 7.1) that is available for public review (7.A.3, 7.B.8, 7.C.3).

Long-range Financial Planning and Debt Management

The long-range financial plan of the institution (Appendix 7.6) is based upon current and forecasted enrollment trends, anticipated reductions in state funding based on declining FTEs, tuition projections, and dependency on local funding sources and reserves (7.A.2, 7.B.2).

Yakima Valley Community College has limited its debt to lease-purchase agreements and certificates of participation (COP) with the Washington State Treasurer. Lease purchase agreements are funded from annual operations. The college has two outstanding COPs: one to complete a lighting retrofit project for energy efficiency, and the second to remodel and expand the student union building. The first item is funded by current operations, a dedicated portion of the annual equipment allocation, and energy cost savings. The second and most recent COP is funded with student/activity fees. Students voted to commit a portion of their annual revenue, as well as some reserve balances, in support of this project. The college has no plans for projects that would require the issuance of any further debt (7.A.4).

Capital Investments

Yakima Valley Community College has operated with a stable base of capital investments since its last accreditation. Recently, the college took advantage of some unique opportunities to expand its capital facilities. Following a facilities master planning effort, the college embarked on a program to buy properties for enhancing its existing base. Several properties adjacent to or within the Yakima campus site were purchased by leveraging local reserves with state funds and local donations. To address inadequate parking facilities, the college has actively sought areas both on and nearby the campus for conversion to parking. The student union building was also identified by the master plan as an area requiring immediate attention. The newly expanded facility, financed with state funds, local reserves, and student fees, is now complete, providing a striking focal point for student activities.

Another recently completed project is the expansion of the Technology Complex, a building originally designed to house diesel, welding, and automotive vocational programs. Because of changing job markets, the welding and diesel programs were eliminated, and new programs for veterinary technology, information technology, and medical assisting were added. To address the facility needs of these programs, a significant portion of the building was converted from shop areas with 20-foot ceilings to two levels of classrooms. The project added approximately 18,000 square feet of classroom space.

A third project has been identified to the legislature for potential funding to remodel a substantial portion of Sundquist Hall. The area currently houses campus facility operations. Plans are to convert a large shop area into classroom and lab space for housing a printing technology program. A new building is planned at the campus perimeter to house facility operations.

Perhaps the largest expansion of the YVCC campus is the Yakima Valley Higher Education Center slated for completion in 2003. This facility is the result of collaborative efforts between YVCC, Central Washington University, and Washington State University. Designed as a high-tech facility, the new 60,000 square-foot center will house one-stop student services for all programs as well as state-of-the-art interactive and computer classrooms. To provide building and parking space, the college negotiated the purchase of adjacent park property from the City of Yakima.

The Grandview campus continues to grow with the addition of a second wing following the City of Grandview's successful application for a Community Development Grant, which funded approximately half the construction cost. In another successful leveraging project, the college obtained state funding to combine with local resources to complete the project.

Finally, YVCC is building a new childcare center, a project that replaces a 56-year-old residence that was converted into a childcare facility. This 5,100 square-foot building will be located on the south side of Nob Hill Boulevard and 13th Avenue.

The completion of the planned projects will substantially meet the needs of the college for the next 10 years (7.A.2).

ADEQUACY OF FINANCIAL RESOURCES (7.B)

Operating Budget

Yakima Valley Community College continues to rely more on local funds to maintain a minimum operational level. Due to the reduction of FTEs since fiscal year 1997–1998, the college has been forced to increase the budget only to cover those must-pay items such as utilities, postage, and classified increments. In fall 2000, the Administrative Council was directed to prioritize a list of potential budget cuts by expense category in anticipation of a severe reduction in 2001–2002 state funding because of decreased FTEs served in the 1999–2001 biennium. The council’s efforts successfully balanced the 2001–2002 operating budget. As a result of several budget reductions over the last five years, the college is in a more financially stable position.

Grants and Contracts

In an attempt to maintain/increase FTE levels, YVCC has taken several proactive measures to support the institutional goal of “maintaining a stable economic base utilizing innovative funding sources.” These measures include increasing the number of grant applications and hiring a college relations coordinator. Increased grant writing activity was initiated to diversify the college’s funding base by gathering additional grant-funded and community/business resources to augment state funding and local resources. The college relations coordinator provides a conduit between the college and businesses in the local community to garner local donations.

Grants and contracts have provided, and are expected to continue to provide, a stable source of funding. These sources represent approximately 19 percent of total current funds revenues (Appendix 7.7 and 7.8) and are predicted to grow to nearly 22 percent of total revenues. The college is also seeking opportunities for partnerships with the community consistent with its mission and goals. To that end, the college has agreements in place with many of the K-12 schools in the district. One example is a federal Gear-Up grant recently awarded to the college, a local community-based organization, and valley school districts. This grant supports working with children, beginning in the seventh grade, to introduce them to the idea and benefits of education beyond high school. Other examples include a grant from the local United Way and a community businessman to begin a program entitled “Success by Six.” This grant subsidizes YVCC students in the Early Childhood Education Program, helping them learn skills to become Success By Six student/parent coordinators. Once trained, these coordinators canvas targeted neighborhoods, conduct home visits, and identify families that need to be connected to support services.

The college operating budget (Exhibit 7.1) shows the percentage of grant-funded support in relation to the state-funded level. Yakima Valley Community College is optimistic that the grant-funded resources will continue to grow along with FTE levels and related increased state funding.

Resources are allocated in concert with the mission, goals, and priorities of the college, and resource distributions by program are consistent with the statewide average (Appendix 7.9). In addition, full-time faculty salaries are the third highest in the state (Appendix 7.10), allowing for better recruitment opportunities and long-term tenure.

Reserve Balances

Assessing the effect of operations on reserve balances is a critical part of the budget development and monitoring process. The college has established a minimum operating reserve in addition to capital reserves. The institution is dedicated to maintaining a funding reserve equivalent to approximately 5 percent of the total operating budget (Appendix 7.6) for emergency situations and contingencies (7.B.1, 7.B.7). College administrators carefully manage operations to assure the integrity of the operating reserve. As the college has faced decreased funding due to lower-than-targeted enrollments, the planning process has included program reductions and eliminations to make sure operations continue within budget parameters. Reserves are not considered part of current fund resources; they are maintained solely for the purpose of funding a true, unforeseeable emergency (7.B.3).

Fund Transfers

Board policy and state law provide that the Board of Trustees must approve all transfers between funds and inter-fund loans. The most common transfers between funds are operating transfers. These usually recur each year and are authorized through the budget adoption process. Examples of recurring transfers include student and activities support for the childcare center and use of the 3.5 percent loan fund revenues to match federal and state work-study programs. Other types of transfers for which board approval is sought consist of transfers from various local sources to the capital fund, for backing capital projects, and short-term inter-fund loans to temporarily finance large equipment purchases (7.B.4).

Financial Aid

The Financial Aid Office is committed to providing an opportunity for all students to attend YVCC, regardless of their financial circumstances. This is accomplished through a learning environment where students understand educational funding choices (7.B.6). (Note: See Exhibit 7.8 for a listing of financial aid sources. Refer to Standard Three for additional information about the Financial Aid Office.)

Student employment is one of several important opportunities for financial-assistance at YVCC and one of the methods the Financial Aid Office uses to help students minimize loan debt. Whenever possible, jobs are related to students' educational goals. Almost one-third of work-study jobs involve community service positions, most of which are for reading tutors in the local elementary schools. These employment opportunities are the positive result of active coordination between the faculty, staff, and local employers. In addition to providing work-study, the Financial Aid Office cooperates with the YVCC Foundation and local organizations to advertise and process scholarships. The office also offers frequent informational sessions about student financial aid opportunities at area high schools, community organizations, and on the YVCC campuses. The most recent student loan default rate, for fiscal year 1999, was 6 percent. The Financial Aid Office attributes this low rate to student access to comprehensive financing information, a variety of funding options, and meaningful student employment. To provide these opportunities for students, the office effectively employs procedures that assure compliance with federal and state regulations.

FINANCIAL MANAGEMENT (7.C)

Yakima Valley Community College has a strong, centralized financial management staff governed by the vice president for administrative services, who serves as the college's chief business officer. The vice president is responsible for the integrity of the college's finances in accordance with generally accepted accounting principles (7.C.5). The office of the accounting manager reports to the vice president and is responsible for directing the operations of accounting, cashiering, accounts payable, accounts receivable, payroll, and investment management for the district. The director of budget services manages the budget development process and provides periodic status reports to the operating departments.

The vice president meets regularly with the director of budget services and the director of accounting services, as well as the president. With this strong communication link, the vice-president is well positioned to provide accurate and timely fiscal information as a basis for sound decision making.

The vice president for administrative services reports to the president, who in turn reports quarterly to the Board of Trustees on any significant financial issues of the college (7.C.1, 7.C.2). In addition, the president and vice presidents periodically meet with the Board of Trustees in closed forums to discuss the college's financial adequacy and stability. These meetings include, but are not limited to, discussions of operating and capital budgets, local fund initiatives, and any other issues affecting the financial health of the institution.

As an agency of the state of Washington, YVCC follows mandated guidelines set out by the Washington State Office of Financial Management. The college maintains sufficient oversight and separation of duties to assure assets are safely kept. Furthermore, the college has a well-defined system of internal controls that is reviewed and updated regularly. Particular roles in the internal control process are clearly communicated when assigned to staff members to make certain they fully understand the function and importance of these roles (7.C.11).

Yakima Valley Community College uses a fully-integrated accounting system designed and developed for the community colleges of Washington to record financial activity in compliance with generally accepted accounting principles and the rules and regulations defined by the Washington State Office of Financial Management. The director of accounting services, on behalf of the college, actively participates in the state system to review and, when necessary, modify the system to keep up with changing accounting and reporting requirements.

The system generates monthly, on-demand status reports for staff use in managing the fiscal affairs of the college. Within the past two years, the reports have evolved from printed to electronic versions and may be distributed to the end user in a much more timely manner. The college also implemented several systems for accessing data more efficiently. Nearly all accounting data is available online to critical users, dramatically improving the ability to develop accurate and timely reports for management decision-making. Samples of online reports are provided as Exhibit 7.2.

With increased emphasis on financial training, Technology Services, in conjunction with key financial staff members, launched a vigorous training program to help college employees learn to

use a myriad of software programs such as Windows, Excel, and Access. A list of courses offered since this training initiative began is included as Appendix 7.11.

The Financial Aid Office administers funds in the manner required, without over expenditure of funds or audit exceptions, and submits reports promptly. Important aspects of YVCC's administration of financial aid funds include monthly reconciliation, separation of duties, computerized edit checks, and other related methodologies. As necessary, funds are carried-forward or back, between fiscal years, to meet student needs for the current year. Additional funding is always requested when the number of eligible recipients exceeds expectations.

Yakima Valley Community College adopted a conservative investment policy (Appendix 7.12) that makes safety, security, and accessibility of investments the primary objectives to optimize earnings. As a result of this policy, sufficient cash to cover current obligations is maintained in a checking account, while another portion of funds is set aside in a municipal investor account. All other reserves are deposited in the Local Government Investment Pool (LGIP). The LGIP has proven to be an effective option—requiring minimum effort while affording favorable returns and total liquidity (Appendix 7.13). All of these accounts are managed electronically. In addition, all cash deposits and investments are fully insured by the FDIC and the Washington Public Deposit Protection Commission.

The college attempts to minimize bad debts in two ways. First, every attempt is made to minimize the amount of credit extended. Most fees are required to be paid in full prior to receipt of service. Second, the college aggressively pursues past due accounts, both internally and through collection agencies. Well-established procedures require efficient billing and follow-up as well as past due notification and, when necessary, referral to a collection agency. The college also follows standard procedures for blocking student registration and transcripts to enforce collection efforts.

The Washington State Auditor's Office annually audits all of YVCC's funds, as required by law (7.C.9, 7.C.10; Exhibit 7.3). All audits, which include an entrance interview, an audit, and an exit interview, are conducted in a professional manner with the top administrators and at least one representative of the Board of Trustees attending both the entrance and exit interviews. During the entrance interview, the auditors explain the audit plan and review any concerns from the previous year. Additionally, the college administrators notify the auditors of any concerns that may require particular attention. During the exit interview, held at the conclusion of the audit, auditors give a preliminary report on the results of the audit. Any management issues and opportunities for strengthening internal controls, as well as audit findings, are discussed at this time. The exit interview provides the college administrators and board members a chance to clarify findings or provide additional information that may affect the results of the final audit report; it also gives the auditors a chance to update board members. The final report is delivered to the Board of Trustees for review and discussion (7.C.12, 7.C.13). In the past 10 years, the college has received only two audit findings. This statistic is a testament to YVCC's strong financial management, excellent accounting system, and internal control procedures.

Fundraising and Development (7.D)

Yakima Valley Community College and the YVCC Foundation define their relationship through formal policy and in accordance with state and federal regulations. The relationship is further defined in a quid pro quo agreement between the Board of Trustees and the foundation's Board of Directors.

The YVCC Foundation, a separate corporation formed in 1977, holds non-profit status under the Internal Revenue Code and is registered with the Washington Secretary of State pursuant to the Charitable Solicitation Act. Though the foundation's mission is to provide scholarships to students who might not otherwise have access to higher education, it also assists the college in its efforts to provide a higher *quality* education than is afforded by state and federal support.

Bylaws of the YVCC Foundation govern the foundation's internal affairs, while a 20-member Board of Directors sets policy for foundation operations. The board includes the president of YVCC and one affiliate of the college Board of Trustees as non-voting members. Board membership reflects community leadership and a commitment to promoting educational opportunities, not only for individual students but the community as a whole.

The foundation executive director, in consultation with the foundation's Executive Committee, administers endowment scholarships and investments. As a separate entity, the foundation maintains accounting records in compliance with all applicable requirements and professional standards. In addition, the foundation's accounting standards conform to generally accepted accounting principles. (See Exhibit 7.4 for the YVCC Foundation's annual report.)

The Yakima Valley College Corporation, established in May 1966, also holds non-profit status under the Internal Revenue Code and is registered with the Washington Secretary of State pursuant to the Charitable Solicitation Act. The corporation was formed to help provide and maintain college facilities.

Auxiliary Enterprises

Auxiliary enterprises of the college (for instance the Student Residence Center and YVCC Bookstore) remain solvent with tremendous potential for long-term growth, particularly when the \$18 million Higher Education Center opens in 2002–2003. The Student Residence Center, in cooperation with the International Student Program, is making great strides to increase dorm occupancy and broaden the diversity of the student population. An expanded use of overseas recruiting firms will likely increase dorm occupancy in the coming years and further diversify the student population with representation from eight different countries/cultures.

Analysis and Appraisal

Financial Planning

Strengths

- Yakima Valley Community College newly formed Administrative Council meets bi-monthly to discuss current and future budget challenges affecting the college’s mission, goals, and priorities. This ensures the college maintains a solid financial focus.
- The Administrative Council begins the budget planning process in the fall of the year prior to the budget year to provide lead time for making timely decisions regarding critical budget issues.
- Yakima Valley Community College is expanding its use of technology and data dissemination to fiscal managers at all levels in an effort to be more proactive with the budget planning process. Examples include the Data Group, a financial subgroup of the Data Group, and Excel training.
- The college has a history of funding current operations without incurring debt. Reserves are more than sufficient to retire all outstanding lease purchase agreements and certificates of participation.

Challenges

- The trend of lower-than- targeted enrollments coupled with the external economic pressures created by welfare reform will continue to impact the college financially in all areas, including state-funded FTEs, local tuition, and Running Start revenues.
- The financial planning process requires further alignment with the institutional mission and goals at all levels.
- At times the college is challenged to meet the demands for new technology using existing resources.
- Yakima Valley Community College’s continued struggle to meet enrollment targets may weaken its ability to fulfill demands for high-cost technology needed to support new programs and administrative systems.

Recommendations and Actions Taken

Recommendations	Actions Taken
<ul style="list-style-type: none"> • The college should realign its budget to assure expenditures are within anticipated funding levels. 	<ul style="list-style-type: none"> • During the 2001–2002 budget planning process, the Administrative Council identified \$205,000 in permanent budget savings in an effort to realign expenditures with funding levels.
<ul style="list-style-type: none"> • The college should continue to expand communication of financial matters through open forums with all staff members. 	<ul style="list-style-type: none"> • The president held several open-campus meetings to receive input into the budget process, to disseminate information regarding budget decisions, and to explain the board-approved budget.
<ul style="list-style-type: none"> • Because the college is unable to generate significant long-term, 	<ul style="list-style-type: none"> • Technology purchases have been creatively structured to fit within existing and planned

Recommendations	Actions Taken
<p>ongoing sources of funding to support debt repayment, the college should continue to maintain minimal levels of debt. As long as interest costs are consistent with other forms of public debt, lease purchasing remains a viable method for financing large equipment purchases with annual operating funds.</p> <ul style="list-style-type: none"> The college should pursue alternative technology funding sources as they become available through the State Board for Community and Technical Colleges (SBCTC). Also, Technology Services should maximize use of revenues from the technology fee account to meet technology requirements. 	<p>resources.</p> <ul style="list-style-type: none"> The college has paid off one long-term debt, a certificate of participation that funded the new phone system. No new long-term debt has been incurred in 2000–2001. The technology fee was increased for fiscal year 2001–2002 in order to provide more revenue for technology purchases. Although not funded for 2001–2002, Technology Services submitted justification to the SBCTC to compete for technology funding under the auspices of the College Responsiveness Initiative.

Adequacy of Resources

Strengths

- YVCC has a three-year financial plan which is reviewed annually.
- The college has adequate cash reserves for contingencies.
- The college continually looks for ways to expand alternative funding sources such as grants to bolster the operating budget funded by state and local resources.
- YVCC has a strong base of capital investment, adequate to meet the program needs of its offerings. Additionally, the college has strengthened that base by acquiring adjacent properties and implementing an aggressive construction program. YVCC’s proposals have been well conceived and documented through the master planning process as evidenced by the college’s ability to obtain state funding.
- Through the efforts of YVCC grant writers, the college has attracted grants that support program offerings.
- The Administrative Council met in July 2001 in a one-day retreat to discuss the capital planning process and prioritize future capital projects.

Challenges

- Enrollment fluctuations increase the potential for reduced state-funded FTEs. Decreased state funding will directly affect the college’s ability to maximize its services for students.
- Increased reliance on grants and contracts for continued operations will require expanded efforts to attract and retain those sources.
- Alternative funding sources from local businesses and agencies are vital to supplement the budget and enhance student success.

- FTE levels and related state/tuition funding continue to fluctuate, making financial planning a challenging process.
- Federal and state grants in direct support of students make up the majority of the total grants and contracts received by the college. These resources are critical for serving students.
- Two of the college’s primary classroom facilities were identified as poorly constructed and unfavorable for effective classroom instruction.

Recommendations and Actions Taken

Recommendations	Actions Taken
<ul style="list-style-type: none"> • Alternative funding sources should be pursued to augment state and local funding levels. • The college should enhance its marketing efforts to increase and maintain student enrollment levels to maximize state-funded FTEs. • The college should continue to pursue various technology-based courses, such as Washington Online, to expand student access, increase tuition revenue, and maintain FTE levels. 	<ul style="list-style-type: none"> • The college applied for a \$2.5 million Title V grant to serve minority students, though it did not receive the grant. • The college hired a college relations coordinator to provide a conduit between the college and businesses in the local community to garner local donations. • Washington Online enrollments increased from 14 students in 1998–1999 to 69 students in 2000–2001, a 393 percent increase.
<ul style="list-style-type: none"> • The college should expand outreach efforts with local businesses and agencies. 	<ul style="list-style-type: none"> • YVCC received \$500,000 from the City of Grandview to expand the Grandview campus, adding 7,268 square feet.
<ul style="list-style-type: none"> • The college should take full advantage of data gathering resources to make sound fiscal decisions. 	<ul style="list-style-type: none"> • In fall 2000, a Data Group, comprised of a cross-section of staff members, was formed to develop programs that would aid data analysis used for decision making. The group’s accomplishments are described in Appendix 7.5.
<ul style="list-style-type: none"> • The college should diligently maintain the low default rate on federal loans to make certain that this resource remains available. • The college should continue pursuing additional grant funding as it becomes available. 	<ul style="list-style-type: none"> • The college’s grants and contracts in direct support of students have grown substantially in the past few years. Also, the default rate on federal loans has decreased from 13 percent in 1998 to 6 percent last year.
<ul style="list-style-type: none"> • YVCC’s capital project needs must be clearly explained to the SBCTC and legislators. 	<ul style="list-style-type: none"> • The Administrative Council held a one-day retreat in July 2001 to develop a prioritized list of capital projects for submission to the state board.

Financial Management

Strengths

- Yakima Valley Community College provides sound financial oversight as evidenced by a history of fiduciary business with excellent audit reports.
- Financial management systems have kept pace with improved technology, such as WINIMAGE online reporting.
- Financial management teams have evolved from a centralized form of management to a decentralized form of management. In addition, these teams meet on a more frequent basis and serve to address critical financial issues in a timely manner and in concert with the college’s top priorities.

Challenges

- The declining amount of state and local resources forces administration to make strong and oftentimes difficult decisions regarding staff reductions to stay within budget limits.
- Staff members responsible for financial oversight have found the format of financial reports difficult to read and understand.
- Implementation of the WINIMAGE reporting system is in the “growing pains” stage. Because this is a new system that staff members are learning to use, they sometimes feel frustrated when accessing and downloading financial reports.

Recommendations and Actions Taken

Recommendations	Actions Taken
<ul style="list-style-type: none"> • The college should continue to examine means for consolidating/streamlining the organizational structure of staffing in order to stay within budget limits. • Financial management decisions should be disseminated to staff as clearly and quickly as possible to stabilize morale and form a foundation for decision-making. • Due to decreased staffing levels, cross training in financial functions must be a priority to provide optimum service. 	<ul style="list-style-type: none"> • During the 2001–2002 budget cycle, the college eliminated three full-time positions to reduce budget expenditures. The college also underwent two major reorganizations to streamline operations and reduce costs. • The president held several pre- and post-budget meetings with campus staff members in order to keep them fully informed.
<ul style="list-style-type: none"> • The college should continue to provide technology training for staff members. • The college should continue to make the best use of technology currently in place while exploring alternative technology. 	<ul style="list-style-type: none"> • The director of budget services and the director of accounting services provide financial training as requested by the staff. A subgroup of the Data Group, including members of the financial staff, is planned for 2001–2002. • Technology Services, in conjunction with the Business Office, is exploring alternative means of accessing and managing financial data. The college obtained an Access program which it plans to implement in 2001–2002.



Fundraising and Development

Strengths

- In 2000–2001, the YVCC Foundation gained more than \$500,000 in revenues by establishing three new perpetual scholarships for students.
- Scholarships increased from \$4,000 in 1977 to over \$160,000 in 2000–2001. These scholarships provide financial support to students who otherwise might not be able to afford a college education.
- The foundation’s financial base increased from \$140,000 in 1977 to over \$4 million in 2000–2001.
- In 2000–2001, the foundation matched a \$100,000 faculty teaching endowment for program and faculty use.
- The YVCC Foundation presents annual monetary gifts to recipients of the Classified Employee of the Year Award and the Robert M. Leadon Excellence in Teaching Award.
- The foundation sponsors a loan program for college employees to purchase computers. Four employees took advantage of this program in 2000–2001.
- The foundation donated \$10,000 in books to the college library in 2000–2001.

Challenges

- Financial stability of the foundation is critical to providing support to the college and its students.

Recommendations	Actions Taken
<ul style="list-style-type: none"> • The foundation should continue to pursue donations in order to maintain or increase scholarships awarded to students. • The foundation should maintain prudent financial management to maximize net revenue in support of the college. 	<ul style="list-style-type: none"> • The foundation continually markets its programs with community members and local businesses. • A local CPA firm audits the foundation’s records annually to make sure financial management is in accordance with generally accepted accounting principles.

Appendices

- 7.1 Administrative Services Mission, Vision, and Goals
- 7.2 Departmental Goals
- 7.3 Student and Faculty FTE Analysis
- 7.4 Standard Seven Survey
- 7.5 Committee Compositions and Data Group Accomplishments
- 7.6 Long-Range Financial Plan
- 7.7 Grants and Contracts Analysis
- 7.8 Grants and Contracts Summary
- 7.9 Operating Budget Expenditures By Program
- 7.10 Full-time Faculty Salary Comparison
- 7.11 Technology Training Summary
- 7.12 Investment Policy
- 7.13 Investment Summary – Local Government Investment Pool

Materials In The Resource Room

- 7.1 Operating Budgets
- 7.2 WinImage Report Listing
- 7.3 Annual Audit Report/Auditor’s Management Letter
- 7.4 Foundation Annual Report
- 7.5 Current Fund Revenue
- 7.6 Current Funds Expenditures and Mandatory Transfers
- 7.7 Summary Report of Revenues and Expenditures
- 7.8 Sources of Financial Aid
- 7.9 Capital Investments
- 7.10 Operating Gifts and Endowments
- 7.11 Debt Service Schedule
- 7.12 Supplementary Documentation of Year-end Accruals
- 7.13 List and Description of Financial Management reports provided to the
- 7.14 Copies of the Financial Section of the IPEDs Report – Last Three Years
- 7.15 Default Rate – Last Twp Years

STANDARD EIGHT—PHYSICAL RESOURCES

OVERVIEW

Yakima Valley Community College serves urban, suburban, and rural students over an 8,500 square-mile area. The college owns three sites in a radius of approximately 50 miles: the Yakima campus, the Grandview campus, and a learning center facility in Toppenish. In addition, the college leases sites in Sunnyside, Wapato, and Ellensburg and contracts with various agencies in the district to house extension courses. Included in the contracted sites are Ahtanum View Correctional Facility, Goldendale High School, Kittitas County Jail, Yakima County Jail and Correction Center, Selah High School, and West Valley High School (Appendix 8.1).

The 33-acre Yakima campus is bordered on the north by Larson Park, a city-owned recreational park that has three softball fields and a picnic area. Residential and light-commercial property surrounds the campus on the east and south, while the western border consists of a main arterial, 16th Avenue. Intersecting 16th Avenue is another major arterial, Nob Hill Boulevard, which divides the north and south sides of the campus. The north side of campus houses administrative offices, Library and Media Services, Student Support Services (including math, writing, tutoring, and student technology centers), the Arts and Sciences and Basic Skills divisions, dental hygiene and business classes, an art gallery, a student union building, a bookstore, a gymnasium, Technology Services and Distance Learning, a print shop, and a mailroom. The south side of campus provides space for the Professional and Career Education Division, foreign language classes, a greenhouse, a childcare center, a student residence center, storage and maintenance shops, and offices for Facility Operations and Central Receiving. The local public television station (KYVE), as well as Washington State University Intercollegiate College of Nursing, is located in Sundquist Hall on the south side of campus. The Braeburn building, also on the south side of campus, houses Central Washington University and Washington State University offices. In all, the Yakima campus consists of 30 buildings, 11 of which provide the majority of classroom space.

A pedestrian bridge connecting the two sides of the campus was destroyed in May 1996 when a truck failed to clear the bridge. Since 1996, college officials have worked to replace the bridge. An insurance settlement allowed bridge replacement construction to begin in May 2001 with completion expected by September 2001.

The Grandview campus, located 45 miles south of Yakima, currently consists of one main building with a total of 28,544 square feet and two portables. The main building, originally constructed in 1991 with an addition completed in 1994, houses both classrooms and administrative offices. In fall 2001, another 7,900 square-foot addition will be completed. This addition will house a childcare center, a science lab, a computer classroom, an interactive classroom, a data and telecommunications room, a bookstore, and an open student study area. Plans include space for additional parking as well.

The Toppenish Learning Center, located 20 miles south of Yakima, consists of one building with a total of 4,836 square feet. This center was first leased from the owners in 1978; then in 1984 the college purchased the property, issuing the final payment in March 1999.

MISSION AND GOALS

Facility Operations is committed to meeting institutional goals that specifically address the physical climate of the Yakima and Grandview campuses, as well as off-site locations owned by the college. Consistent with that commitment, the Facility Operations mission statement, written in support of the Yakima Valley Community College institutional mission and goals (Appendix 8.2), states, “*The mission of the Facility Operations Department is to provide professional, coordinated services to promote a clean, secure, safe, and comfortable state-of-the-art learning, living, and working environment in support of the learning centered institution.*”

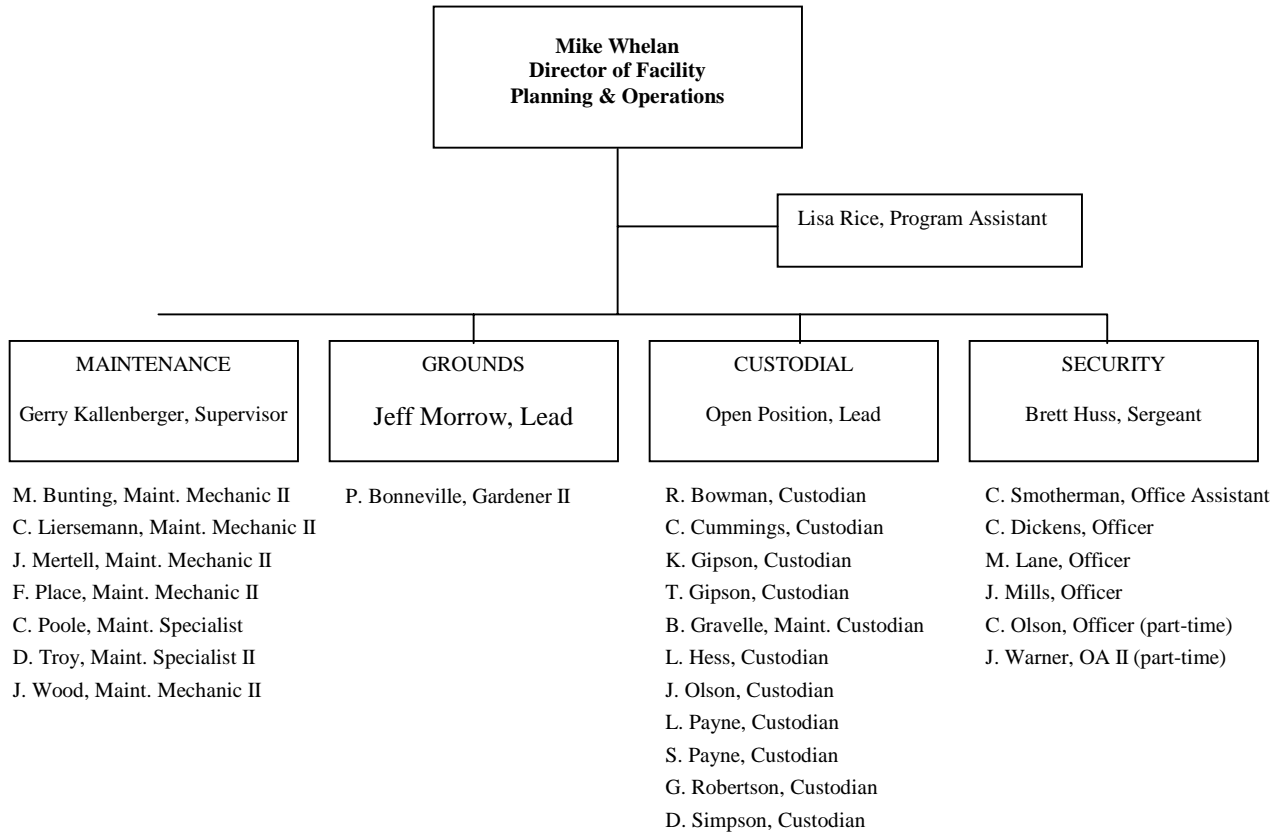
Facility Operations meets this mission by:

7. Serving 50 locations.
8. Constantly reviewing Facility Operations departments to best employ staff members, promote staff cross training, and implement policies and procedures.
9. Providing campus communication regarding all Facility Operations activities, such as power outages, water shutoffs, construction, or maintenance.
10. Responding to faculty and staff work requests.
11. Measuring, scanning, and inputting building blueprints for an online CAD inventory via the intranet.
12. Preparing to implement a facility management program for proprietary maintenance and management.
13. Providing safety and security during all hours of operation.

Staff

Facility Operations consists of four distinct departments—Maintenance, Grounds, Custodial, and Security—under the supervision of the director of facility operations and planning. The physical plant staff includes 1 program assistant, 8 maintenance staff members, 2 groundskeepers, 12 full-time custodians, 1 part-time and 4 full-time security officers, and 1 full-time office assistant. Specific job duties are described in Appendix 8.3. The Custodial and Maintenance departments work closely together coordinating general maintenance, addressing emergency situations, and managing special assignments such as setups for special events and annual college functions. The administrative organization of Facility Operations is illustrated in Figure 8.1.

Figure 8.1 YVCC FACILITIES OPERATIONS STAFF



The Grandview campus has one full-time maintenance-custodian and one part-time custodian on site. When additional work or special expertise is required on the Grandview campus, staff members from the Yakima campus are assigned to accomplish that work. YVCC facilities at other off-campus locations are maintained through assignments of the Yakima-based staff.

Staff members do not maintain contracted off-campus sites. Appropriate levels of custodial maintenance are supplied either by the site owners or by YVCC contracts with local janitorial services (Exhibit 8.1.1 and 8.1.2).

INSTRUCTIONAL AND SUPPORT FACILITIES (8.A)

College facilities fall into two categories: quantitative and qualitative. The quantitative category defines the amount of physical resources the college has. The level of sufficiency is measured by weighing the amount of physical resources against the demands of the college mission. The qualitative dimension identifies the extent to which physical resources are functional, updated, comfortable, and aesthetically pleasing. It also determines whether the processes for procuring, maintaining, and developing physical resources are optimal.

Though current instructional facilities are deemed sufficient to achieve YVCC’s mission and goals, there is no room for expansion of either instruction or student services. Some classrooms

are smaller than desired, and only close monitoring of enrollments and classroom sizes allows appropriate classroom assignments for instruction conducive to learning. The facilities coordinator, who reports to the vice president for instruction and student services, assigns instructional classrooms. Schedule 25 and 25E, a room and event-scheduling program, is provided through the Center for Information Services.

During spring quarter 2000, a campus-wide survey (Exhibit 8.2.1) was distributed to students and staff members, asking for their input about facility comfort, equipment, and aesthetics. Student responses, organized by building, are summarized in Exhibit 8.2.2.

Facilities Survey

The spring quarter survey responses identified classroom-seating accommodations as the highest priority, with Anthon Hall requiring the most attention. As a result, in summer 2000, donated tables and chairs were placed in three Anthon classrooms. Three more classrooms will be furnished with new chairs by fall 2001. The 2001-2002 equipment budget further allocates funds to refurbish 11 of the 20 classrooms in Anthon Hall with new tables and chairs.

Building Review

Yakima Valley Community College is the third oldest campus in the state community college system. Old buildings will not support technology without major renovation. The directors of facility operations and technology services work closely together to assess current building limitations and coordinate projected technological improvements. They also inform appropriate administrators and faculty members of challenges and proposals. Table 8.1 provides a list of all YVCC buildings and square footage.

Table 8.1 YVCC Buildings

Bldg	Date of	Gross	Assigned		
Number	Building Name	Construction	Sq Ft	Sq Ft	Primary Use
001	Prior Hall	1949	25,734	15,428	Instruction/Administration
002	Prior Annex	1966	12,202	7,050	Administration
003	Brown Dental Clinic	1975	5,520	4,055	Instruction
004	Glenn Hall	1961	25,220	19,503	Instruction
005	Anthon Hall	1966	25,670	20,721	Instruction
006	Sherar Gym	1957	34,539	27,178	Instruction
007	Raymond Hall	1966	27,380	21,441	Library/Instruction
008	Palmer Hall	1957	11,309	10,920	Instruction/Administration
009	Hopf Union Building	1957	20,165	18,448	Student Center
010	Boiler, North Campus	1949	1,828	0	Facilities
011	Bookstore	1965	4,858	4,789	Administration
012	Kendall Hall	1961	23,670	13,969	Instruction
013	Larson Gallery	1949	3,397	2,836	Art Gallery
014	Sundquist Hall	1957	12,642	11,477	Instruction
015	Sundquist Annex	1964	19,972	15,142	Instruction
016	KYVE TV Studio	1964	3,400	3,259	Public Television Studio
017	Technology Complex	1975	42,966	38,022	Instruction/Administration
018	Boiler, South Campus	1973	1,735	0	Facilities
019	Braeburn Center	1968	3,042	0	Administration
020	Martin Hall	1940	4,214	3,828	Instruction
023	Central Receiving	1988	4,800	4,616	Facilities
024	Ag Greenhouse	1980	960	960	Instruction
025	Jane's House	1944	2,254	1,650	Childcare
026	Ag Storage	1980	734	734	Instruction
027	Record Storage	1946	1,121	1,121	Administration Storage
028	Maintenance/Carpenter	1986	1,512	1,512	Facilities
036	ABE Ellensburg	1966	4,251	3,390	Instruction
036	ABE Sunnyside	1980	2,500	2,275	Instruction
038	ABE Toppenish	1964	4,836	3,719	Instruction
047	Grandview Center	1990	18,965	14,006	Instruction/Administration
048	Grandview Portable	1998	1,792	1,792	Instruction
049	Grandview Portable 2	1998	1,792	1,792	Instruction
HOF	Hopf Hall	1961	17,136	0	Residence Center
LYN	Lyon Hall	1961	17,136	6,958	Administration
SRC	Student Residence Center	1961	9,500	0	Administration/Residence Center
			<u>398,752</u>	<u>282,591</u>	

Most of the buildings on campus are more than 30 years old. As such, the infrastructure of these buildings will not sustain a great deal of technology without major rewiring and other costly renovation. This fact challenges YVCC's efforts to provide the latest computer equipment, HVAC systems, labs, and other systems where recent technological advances impact infrastructure. The age of the buildings also poses safety and security issues.

Remodel and Expansion Projects

In recent years, many of the buildings on the Yakima and Grandview campuses have been updated or substantially remodeled. A major remodel of the Hopf Union Building was completed in fall 2000. The remodel added 3,918 square feet of common space and updated the Associated Student Body offices and student eating areas. While this space is not instructional, it provides a place for students to study, interact, and eat. The Admissions and Advising Office, once housed in Prior Annex, was relocated to the student union building to give students more convenient access to the services offered by that department. The kitchen and food service areas were remodeled based largely on suggestions from Chartwells, the college's food purveyor.

The Technology Complex has undergone major remodeling and has added 7,792 square feet for nine contemporary classrooms, labs, and supporting facilities. In a cooperative effort between YVCC and the Yakima Valley Technical Skills Center (a secondary technical training facility serving 12 Yakima Valley school districts), both high school and college automotive students train together in the Technology Complex. The space includes 16 automotive bays, an engines lab, a fuels lab/classroom, a tool room, and two additional classrooms. The combined automotive program served 38 college students and over 60 high school students during 2000-2001.

Other renovations on the Yakima campus include replacement of campus heating systems, upgrades to energy management, replacement of domestic water lines, remodel of one floor of Lyon Hall into offices, and new carpet and paint in most buildings. Relocating the Security Department to Palmer Hall has increased accessibility for faculty and students.

In the last three years, the Toppenish Learning Center was upgraded with replacements of the HVAC system and lab flooring as well as energy management control.

During 1994, the Grandview campus constructed an annex to the original building. Funding for the construction came largely from a unique partnership between the college and the City of Grandview. By winter 2002, a third phase will be added to the Grandview campus.

The Grandview campus is gaining students at a rate surpassing current accommodations in every area: parking, classroom space, labs, and offices. The master plan proposed the purchase of additional land adjacent to the campus; however, the bid to purchase that land and buildings was unsuccessful. In an effort to temporarily resolve the lack of classroom space, two portables (each housing two classrooms) were installed on the campus in 2000. Administrative efforts in creative class scheduling also have helped to alleviate concerns related to the lack of classroom space and limited parking. To help the college grow consistently with its master plan, the City of Grandview obtained a \$750,000 Community Development Block Grant to expand the Grandview campus. The college also secured \$500,000 in supplemental matching funds from the

Washington State Legislature. The expansion project, scheduled for completion in November 2001, will provide 7,900 square feet of additional space for childcare, classroom, laboratory, bookstore, office, and storage facilities along with added campus parking.

At the time the master plan (Exhibit 8.3.1, 8.3.2, & 8.3.3) was developed, officials and consultants concluded that the Yakima campus had insufficient space for instructional growth and additional parking. Table 8.4 lists key areas reported in the December 1999 campus utilization plan (Exhibit 8.4).

Table 8.2 KEY PLANNING AREAS

Department/Area	Existing NSF* (1999)	Planned NSF* (2003)	Addt'l Req'd NSF*	Total NSF* (2005)
General Academic Classrooms	24,082	-	6,754	30,836
Vocational Classrooms	9,233	3,960	2,025	15,218
Science Labs	7,540	-	6,728	14,268
Open Computer Labs	715	1,200	5,337	7,252
Learning Resource Center	12,512	-	9,852	22,364
Information Technology Services	0	-	3,840	3,840
ABE/ESL	9,774	-	0	9,774
Information Technology Program	2,478	-	2,000	4,478
Print Shop	2,400	-	0	2,400
Childcare	0	-	3,400	3,400
Student Lounge	3,114	-	3,066	6,180
Student Dining	4,550	-	4,220	8,770
Total Additional Required NSF*			47,222	
<i>*Needed square feet</i>				

The Yakima campus likewise has insufficient space for its increasing student population and the projected requirements for modern technology to keep abreast of the institutional mission and goals. Space utilization reports (Exhibit 8.5) consistently show that the Yakima campus experiences a shortage of instructional space during peak hours of enrollment (7:30 a.m.–1 p.m.).

Security and Safety

Providing a safe and secure working and learning environment is essential to Yakima Valley Community College’s mission. Security and safety on the Yakima campus are the responsibility of one full-time sergeant, three full-time officers, and one part-time weekend officer who report to the director of facility operations. These officers protect the safety of everyone on campus as well as campus property. They are also present at the city code enforcer’s annual inspections and the bi-annual inspections by the Department of Ecology and the Environmental Protection Agency.

One staff member in the Security Department regularly attends safety training and is responsible for educating instructors, staff members, and students on issues that pertain to safety, accident prevention, and handling of hazardous materials when such training is requested. Every two years, all full-time officers receive First Response and CPR training as well as instruction in other first-aid procedures. The safety officer is responsible for posting appropriate campus-wide

signage and MSDS information in proper locations. In addition, the college has developed a disaster plan that addresses procedures to be followed in the event of emergencies (Exhibit 8.6). Included in the plan is information regarding different types of emergencies and the pursuant responsibilities of administrators, faculty members, supervisors, and all other employees.

Keeping old buildings safe, secure, and accessible for students and college staff members is a difficult task. Buildings designed during the 1960s were not constructed by current safety standards. Locks and push bars are old and often malfunction. When repairs become necessary, it is often impossible to do the work to the existing lock-down system because parts are no longer available.

In addition, because it is difficult to reconcile staff keys, the college is investigating new lock systems. The campus security sergeant has researched different options and presented those to the Administrative Council. The Administrative Council has recommended the college proceed with a new key system. The president will make the final approval.

Parking lot security is difficult to maintain because the lots are not centrally located. As a result, it is challenging for security officers to provide a presence that deters crime and address other security or safety-related issues.

To automate incident and accident reports, a new tracking database was developed, allowing staff members to efficiently monitor and report incidents and accidents. The database reduces staff processing time and the probability of manual errors. It also enables reports and statistics to be produced rapidly.

On a larger scale, Yakima Valley Community College is committed to community service, such that college facilities at all locations are made available to community organizations and agencies for scheduling educational, cultural, civic, or other activities in accordance with the institution's facilities use policy (Exhibit 8.7).

Childcare

Jane's House, a converted house on 16th Avenue and south of the foreign language building, has been the college's childcare center since 1986. It also serves as the lab for the Early Childhood Education Program. The building is small, old, and inadequately equipped to accommodate the needs of the center. Currently the facility is certified to serve 33 children between the ages of 2 and 6 with an annual waiting list of 20-30 families. Since state certification requires that infants be in a room separated from older children, and the building is too small to allow such separation, the facility cannot house infant and toddler care. As a result, the staff turns away 25-30 families each year. This is in addition to the 20-30 families on the facility's waiting list (Exhibit 8.8).

Many significant projects have been completed or are in the planning/funding stage as shown in Table 8.3 and 8.4.

Table 8.3 YVCC BUILDING PROJECTS, 2000-2001

1999-2000 Funded Projects		
Project	Scope of Project	Completion Date
Hopf Union Bldg.	Add 3,573 sq ft to the southwest corner of the building to enhance and provide space for a dining area, restrooms, telephone registration, an espresso bar, and a staff lounge.	Summer 2000
Hopf Union Kitchen	Provide new floors, windows, roll-up entry doors, and wall and serving area treatment.	Fall 2000
Facility Operations Bldg.	Build a new facilities operations building in order to vacate Sundquist Hall space for additional classroom space.	Fall 2001
Technology Complex, Phase I	Add 7,792 sq ft to the interior of the building for Radiologic Sciences, Information Technology, Automotive Services Technology, and staff offices.	Spring 2001
Glenn, Anthon, Kendall	Replace domestic water line.	Summer 2000
Palmer, Prior, Anthon	Repair and upgrade electrical panel.	November 2000
Sundquist, Raymond, Hopf Union Bldg.	Remodel restroom for ADA accommodations.	Summer 2000
Sherar Gymnasium	Renovate exterior and interior.	Summer 2000
Clock Tower	Construct a clock tower in the center of the Yakima campus.	Summer 2001
Braeburn Bldg.	Renovate or remodel suites for CWU and WSU offices.	January 2001
Overpass	Construct a pedestrian overpass above Nob Hill Blvd.	Fall 2001

Table 8.4 YVCC BUILDING PROJECTS, 2001-2003

2001-2003 Pending Funding		
Project	Scope of Project	Completion Date
Prior Annex, Glenn, Anthon, Kendall, Larson Gallery, Grandview Campus	Replace or update HVAC systems.	2001-2003
Grandview Expansion	Add 7,900 sq ft for childcare facility, computer and science labs, distance learning classroom, bookstore, offices, and storage.	November 2001
Technology Complex	Add 7,800 sq ft for business occupations classrooms, faculty offices, and meeting rooms.	2001-2003
Childcare Facility	Construct a new 5,100 sq ft childcare facility on the Yakima campus.	2001-2003
Sundquist Hall Renovation	Remodel 8,192 sq ft for usable classrooms and laboratory space, and add 2,750 sq ft to define walkway and student study and lounge space.	2001-2003
Yakima Valley Higher Education Center	Construct a new 70,000+ sq ft building to house CWU, WSU, and YVCC classroom and office spaces.	2001-2003

ADA Accessibility and Planning

YVCC’s ADA compliance officer works closely with the director of facility operations and planning to assure the college adheres to ADA regulations. Though all facilities are not yet 100 percent compliant, significant progress has been made in achieving this goal.

For the past three years, YVCC has received ADA funding to modify facilities and has made progress with wider doors, furniture that will accommodate students with disabilities, and improved accessibility to labs and equipment. Since ADA funding will no longer be available, the college will use operational dollars for ADA compliance.

Table 8.5 shows the college’s progress in ADA facilities compliance.

Table 8.5 ADA FACILITIES COMPLIANCE

Building	Area	ADA Accessible	Limited Accessibility	Further Modifications Needed	Not Yet ADA Accessible
Raymond Hall	Main entrance	X			
	First-floor restrooms	X			
	Second-floor restrooms	X			
	Second-floor elevator	X			
Sherar Gymnasium	Main entrance	X		X	
	Restrooms				X
Anthon Hall	First-floor entrance	X			
	First-floor restrooms		X	X	
	Second-floor entrance				X
	Second-floor restrooms		X		
	Second-floor elevator		X	X	

Building	Area	ADA Accessible	Limited Accessibility	Further Modifications Needed	Not Yet ADA Accessible
Glenn Hall	First-floor entrance	X			
	First-floor restrooms		X	X	
	Second-floor entrance				X
	Second-floor elevator		X	X	
	Second-floor restrooms		X	X	
Hopf Student Union	North and south entries	X			
	Restrooms	X			
	Bookstore entrance	X			
Palmer Hall	Entrances				X
	Restrooms		X	X	
Prior Annex	Main entrance	X			
	Restrooms				X
Prior Hall	Main entrance	X			
	Restrooms		X	X	
	Second floor		X	X	
Kendall Hall	Entrances				X
	Restrooms		X	X	
Martin Hall	Entrances				X
	Restrooms		X	X	
Sundquist Hall	South entrance	X			
	North entrance				X
	First- and second-floor restrooms	X			
	Automotive Tech entrances				X
	Automotive Tech restrooms		X	X	
Lyon Hall Dormitory	Entrances	X			
	Restrooms		X	X	
	Second floor				X
Hopf Hall Dormitory	Entrances	X			
	Restrooms		X	X	
	Second floor				X
Student Residence Center	Main cafeteria	X			
	Game room	X			
	Restrooms near these areas				X
Braeburn Building	Entrances				X
	Restrooms				X
Central Receiving	Entrance				X
	Restrooms (not yet equipped)				X
Grandview campus	Entrances	X			
	Restrooms	X			
	Portables (no restrooms)	X			
Toppenish Learning Center	Entrance	X			
	Restrooms	X		X	

The ADA Department has purchased ADA tables and chairs, which are assigned to specific classrooms to accommodate students with disabilities wherever their schedules deem it necessary (Exhibit 8.9).

Analysis and Appraisal of Instructional and Support Facilities (8.A)

Strengths

- The college has been proactive in making facilities accessible to people with disabilities.
- Door lock security is recognized as an important campus issue.
- An automated program enables the facilities coordinator to efficiently schedule classroom space and events.
- Student comments have been used to improve classroom-seating accommodations.
- The college has systematically maintained campus facilities by replacing heating systems, upgrading energy management, replacing domestic water lines, and providing new carpet and paint in most buildings.
- The college has progressively added and remodeled instructional space to better serve students.

Challenges

- Limited licenses for booking rooms and locations.
- Limited resources and space to enhance classroom seating.
- Minimal energy efficiency in several campus buildings.
- Limited resources for adding and remodeling instructional space.
- Limited resources for upgrading and maintaining door locks and retrieving keys.
- Loss of further ADA funding.

Recommendations and Actions Taken

Recommendations	Actions Taken
<ul style="list-style-type: none"> • Continue to make full use of the Schedule 25 program to schedule classroom and event space and increase room capacity to accommodate remodeled spaces and future expansion. 	<ul style="list-style-type: none"> • Increased current 180-room license to 275-room license for Schedule 25 and 25E.
<ul style="list-style-type: none"> • Continue to survey students and staff members annually about college facilities. Use data in planning. 	<ul style="list-style-type: none"> • Results of the 2000 facilities survey were used to upgrade classroom furnishings in the most affected buildings during 2000-2001.
<ul style="list-style-type: none"> • Continue to investigate and implement energy management strategies. 	<ul style="list-style-type: none"> • Energy management strategies employed summer 2001.
<ul style="list-style-type: none"> • Continue to add and remodel instructional space with available resources. 	<ul style="list-style-type: none"> • Instructional space remodeled and added for fall 2001.
<ul style="list-style-type: none"> • Test the keyless lock systems and assess the efficiency and value of this system. 	<ul style="list-style-type: none"> • The director of facilities and the Security Department will examine funding sources and implement new locks after meeting with the president.
<ul style="list-style-type: none"> • Prioritize and seek resources to continue ADA compliance. 	<ul style="list-style-type: none"> • The director of facilities and the ADA compliance officer will seek funding sources to continue ADA implementation.

EQUIPMENT AND MATERIALS (8.B)

Technology Equipment

During the three years, the college has made substantial progress in purchasing and maintaining computers and computer-related hardware and software. The Yakima campus has 23 fully equipped computer labs, and 8 additional Information Technology labs are being constructed with the work expected to be complete before fall 2001. The Grandview campus will have four computer labs. Outreach sites in Wapato, Toppenish, Sunnyside, and Ellensburg as well as the Masonic Center also provide computers for student and staff use.

The Technology Services Department provides support for most computer labs on and off campus. Exceptions include Goldendale and the WorkSource centers in Sunnyside and Yakima, where support comes from Washington State University and Employment Security respectively. Established in February 1998, the Technology Services Department is supervised by a director and employs a staff of 10 full-time and 4 part-time technicians along with other staff members with specific expertise. The department maintains an inventory of the equipment along with a systematic plan to track equipment for replacement so that labs and staff equipment are current.

All full- and part-time faculty members on the two campuses have computers with Internet access in their offices. Staff computers are equipped with network and Internet access connected through a T-1 line to a management information system in Redmond, Washington.

The Washington State Department of Information Services requires the college to maintain a record of all computers, hardware specifications, and software applications. In order to comply with this requirement and prepare the campus for Y2K, the college implemented an inventory program called “Track-It.” Track-It provides a database of computer specifications such as computer speed, memory, hard-drive space, BIOS settings, MAC addresses, IP addresses, and software programs. This type of inventory is a useful tool for assessing the need for hardware and software upgrades and ensuring compliance with software regulations and license agreements. Track-It allows the director of technology to analyze the level of computer use and make appropriate decisions regarding hardware and software upgrades.

A systematic plan of quality assurance helps technicians prioritize routine maintenance for all student computer resources. On both the Yakima and Grandview campuses, a technician performs daily maintenance tasks as outlined by the quality assurance manual (Exhibit 8.10). Technicians submit daily check-off sheets and report problems in lab areas. The quality assurance technician inspects lab areas monthly. Requests for repairs, upgrades, and other services are processed through the Technology Services Help Desk. The Help Desk operators assign technicians to complete tasks according to the following priorities:

- Student lab areas
- Mission critical applications, such as those in the Business Office, Registration, and Financial Aid
- Other requests

In 1998, Grandview upgraded a classroom with the latest workstations and computers with recessed monitors. Because of space considerations and place-bound students, Grandview relies on Internet access, including links to Raymond Library in Yakima, which has installed a computerized card system accessible from any computer with Internet access.

Adaptive Technology

Adaptive technologies for students with disabilities are now available on the Yakima and Grandview campuses. In November 2000, YVCC received a \$25,000 grant from the State Board for Community and Technical Colleges (SBCTC) to purchase much needed equipment to accommodate students with disabilities. Among the purchases are two brailers (one for an off-campus site), adaptive keyboards, and Typen Speak hardware. While Disabled Student Services provides such equipment, the director of technology is responsible for maintaining it and training users (Exhibit 8.11).

Interactive Television Technology

YVCC collaborated with Central Washington University and Washington State University to create three interactive classrooms on the Yakima campus. The three institutions share the Yakima classrooms staffed by one full-time operator employed 12 months out of the year and one full-time operator employed 9 months. Seven interactive classrooms are scheduled for the recently funded Higher Education Center that will be shared with CWU and WSU. The Grandview campus houses two interactive classrooms with technical support provided by the Technology Services Department and Grandview campus staff.

Table 8.6 YVCC INTERACTIVE TELEVISION ROOMS

Yakima Campus

Room Number	S122
Seating Capacity	50
Method of Control	Operator control room
Room Displays	(4) 48" Sony rear projection monitors
Cameras	(4) Sony cameras
Student Microphones	1 per every 2 students, always on
Instructor Peripherals	Document camera Personal computer Yamaha keyboard VCR CD player Video Codec: VC 2000
Room Number	S123
Seating Capacity	25
Method of Control	Instructor controlled
Room Displays	(3) 32" Sony monitors & NEC projector
Cameras	ParkerVision instructor camera with tracking microphone ParkerVision student camera controlled by student microphone; Document camera
Student Microphones	1 per every 2 students, push to talk

Instructor Peripherals	Document camera Personal computer VCR Stereo system Video Codec: VC 2000
Room Number	S124
Seating Capacity	22
Method of Control	Instructor controlled
Room Displays	(2) 32" Vtel monitors
Cameras	Vtel turret camera Document camera
Student Microphones	1 per approximately 7 students—wide area pick up, always on
Instructor Peripherals	Document camera Personal computer VCR Video Codec: Vtel VC 2000

Grandview Campus

Room Number	L101
Seating Capacity	25
Method of Control	Instructor controlled
Room Displays	(4) 32" Sony monitors
Cameras	ParkerVision instructor camera with tracking microphone ParkerVision student camera Document camera
Student Microphones	1 per every 2 students, push to talk
Instructor Peripherals	Document camera Personal computer VCR Stereo system Video Codec: CLI Radiance
Room Number	L126
Seating Capacity	12
Method of Control	Instructor controlled
Room Displays	(1) 27" JVC monitor
Cameras	Polycom turret type
Student Microphones	Polycom conference type
Instructor Peripherals	VCR Video Codec: Polycom V.35

Non-Technology Equipment Requests, Maintenance, and Repair

The type of equipment purchased for the majority of instructional and administrative areas is listed in Exhibit 8.12.

Faculty members annually submit prioritized equipment lists with justification for purchases to their respective instructional deans. The deans review the lists with department heads and the vice president for instruction and student services. Subsequently, the deans present the requests to the Administrative Budget Team.

Similarly, administrative departments submit annual prioritized equipment lists with justification to the vice president for administrative services. Once reviewed by the vice president, the requests are consolidated and presented to the Administrative Budget Team for consideration.

The Professional and Career Education Division has specific program needs requiring expensive equipment. Some examples are Radiologic Sciences, Dental Hygiene, and Automotive Service Technology programs. The high cost of equipment requires partnerships between programs and other colleges. For example, the Biology Department shares microscopes with the allied health programs; Radiologic Sciences shares X-ray equipment with the Veterinary Technology Program; and the YVCC Nursing Department shares a lab with Washington State University's ICNE Department. This collaborative approach allows the college to provide students with needed equipment.

On the Yakima campus, the Media Services Department provides a centralized area for purchasing and maintaining media equipment such as television monitors, overhead projectors, and screens. Classrooms in Anthon, Glenn, Prior, Kendall, and Sundquist halls, as well as some classrooms in the Technology Complex and Raymond Library, are equipped with closed-circuit reception to the Media Center. The Media Services Department schedules repairs and maintenance as follows:

- All classroom Media Services equipment is cleaned and serviced at least quarterly.
- Circulating Media Services equipment is cleaned and serviced at least quarterly.
- Equipment repairs are scheduled as needed with an outside vendor.

(Note: Additional information about Media Services is included in Standard 5, Part A.)

On the Grandview campus, all classrooms are equipped with overhead projectors, televisions and videocassette recorders. Suitable on-site laboratory equipment is provided for science courses. To save costs, chemicals and supplies for chemistry courses are purchased in bulk through the Chemistry Program.

Adult basic education (ABE) and English as a second language (ESL) off-campus sites are generally well supplied with instructional equipment such as television monitors, VCRs, copy machines, and overheads. When new outreach sites are developed, partnerships are considered wherein the site provides the equipment and YVCC bears the cost of consumable supplies. Occasionally, ABE/ESL staff members transport instructional equipment from the Yakima campus to off-campus sites.

Non-computer-related equipment includes everything from microscopes in the science labs to a new kiln in the Art Department. Monitoring inventory and use of such equipment falls into two categories: (1) capital equipment, any item or fixed asset costing more than \$5,000 or with a life

expectancy of more than one year, and (2) small and attractive goods, items under certain commodity codes, such as printers, cameras, and VCRs, between \$150 and \$4,999. All equipment is tagged and inventoried with a numbering system. The college has initiated a plan to replace the numbering system with a bar code system similar to Track-It. The new system should be in place by summer 2001. Items under \$5,000 which are considered desirable or at risk to be stolen, such as signal guns, communications equipment, and cameras, are similarly tagged and inventoried.

One challenge related to equipment and materials is the way general “untagged” items are not systematically purchased or inventoried at this time. Each department orders and inventories these items from its own budget. Such a system relies on the discretion and efficiency of department secretaries. As a result, quality and consistency of inventory records vary from department to department.

The internal policy for asset management and instructions of physical inventory was recently updated. This policy includes definitions of small and attractive items and control measures. The college follows internal procedures established by the Office of Financial Management (Exhibit 8.13).

Capital equipment is reported to the SBCTC as required by the Office of Financial Management and listed on the fixed assets and equipment report. Reporting of small and attractive goods is maintained locally.

Repairs

Equipment repair funds are dispersed through the vice president for instruction and student services. Faculty or staff members forward repair requests to the instructional deans or other appropriate administrators. The administrator then submits the request for repair funds to the vice president for instruction and student services, who reviews the request and either denies or approves it.

The repair fund account has limited resources. Funds are spent repairing items such as laminating machines, printers, dental chairs, typewriters, chemistry equipment, college vehicles, autoclaves, and cameras. Repair funds also may be used for extending warranties on sewing machines and biology equipment and tuning pianos.

Hazardous Materials

YVCC relies on local and state agencies for assistance in major emergencies and contracts with an independent firm for transport of hazardous materials. The college complies with OSHA regulations to inventory chemicals or other potentially hazardous materials.

The college safety officer is primarily responsible for the management of hazardous waste material and serves on the Safety and Hazardous Waste Communications Committee. This committee is a diverse group of staff and faculty members whose jobs require routine contact with hazardous materials and other safety issues. The committee meets monthly to systematically review hazardous material controls and to identify other safety concerns. During

the years this committee has been meeting, progress was made especially in the handling of hazardous materials (Exhibit 8.6).

Analysis and Appraisal of Equipment and Materials (8.B)

Strengths

- Computers are provided for all faculty and staff members.
- Technology Services repairs, inventories, and maintains computers and peripherals on a consistent schedule.
- Support and training for adaptive technology is organized and continuous on the Yakima and Grandview campuses.
- Input from faculty and staff members is solicited for equipment needs.

Challenges

- Limited resources to purchase equipment.
- Logistical problems of controlling the large inventory of technology and non-technology equipment spread over two campuses and other sites.

Recommendations and Actions Taken

Recommendations	Actions Taken
<ul style="list-style-type: none"> • Continue to annually evaluate equipment needs. 	<ul style="list-style-type: none"> • YVCC continues to examine equipment needs and seek collaborative solutions.
<ul style="list-style-type: none"> • Seek technological solutions to automate inventory process. 	<ul style="list-style-type: none"> • Investigating a bar coding system for inventory control.

PHYSICAL RESOURCES PLANNING (8.C)

Master Plan

In summer 1996, Yakima Valley Community College selected Mahlum & Nordfors McKinley Gordon, an independent architectural firm, to develop a master plan for the college’s campuses (Exhibit 8.3.1, 8.3.2 and 8.3.3). The firm was asked to include in the plan the projected growth of the college, student population, aging structures, and budget constraints as well as community needs. In 1999, Mahlum & Nordfors conducted a space utilization report for both Yakima and Grandview campuses. The Yakima campus was found to be at maximum capacity in fall 1997. In addition, the report identified the following challenges that YVCC would encounter in the near future:

- Land acquisition
- Space efficiency
- Parking
- Integration of the two sides of the Yakima campus

YVCC is following the master plan to acquire the necessary land for changes that meet and sustain the mission and goals of the college. Though YVCC consistently and diligently attempts to stay on track with the master plan, the college has found it necessary at times to be flexible as far as project priorities are concerned, since extenuating circumstances may require a divergence. For instance, unexpected maintenance/repair expenditures may change the order in which certain projects can be accomplished, or funding sources may change based on legislative decisions at the state level.

Internal and external pressures and procedures influence acquisition and maintenance of YVCC's physical resources. Like other colleges in the community and technical college system, YVCC's requests for capital improvements and equipment upgrades are subject to review and approval by the SBCTC as well as the state legislature. This complex relationship determines, in part, which capital projects or purchases the college is able to undertake.

Acquisition, Allocation, and Planning of Capital Projects and Operating Funds

Yakima Valley Community College submits a capital budget request to the SBCTC each biennium. A professional architectural firm is hired by the college to help staff members develop the capital budget request. This ensures the scope of the project and estimated costs are adequately identified. The SBCTC submits capital funding requests to the legislature in several categories: repair and minor improvements (RMI), minor capital, repairs, renovations, replacements, and growth projects.

RMI and minor capital funds are allocated to each college based on a formula. While funds for repairs, renovations, and replacement projects are based upon documented need, growth projects are evaluated against FTE demand.

A selection committee of no fewer than nine members—four presidents, three Business Affairs Commission (BAC) members, and two Operations and Facilities Council (OFC) members along with SBCTC staff members—evaluates capital projects. The committee reviews each project submitted and makes recommendations to the WACTC for approval of projects that will then be presented to the legislature for funding.

Larger capital projects, for example, construction of the proposed childcare center and the Higher Education Center, are negotiated with state legislators since funding for these projects is subject to state revenues.

Funding is never sufficient. As part of a statewide system of 33 community and technical colleges, all colleges are competing for the same limited state capital funds.

In spring 2001, the president requested the support of the Administrative Council in developing viable capital projects and reviewing current capital projects along with the impact of those projects related to space allocation on both campuses. The Administrative Council held meetings to outline the status of current capital projects, create guidelines for future capital projects, brainstorm future projects, review approximate costs for such projects, discuss use of space, and assign teams for specific projects.

This process solicited a wide range of perspectives about instructional and administrative needs (Exhibit 8.14).

Repair and Minor Improvement Request

Internally, the vice president for administrative services and the director of facility operations prioritize maintenance concerns that repair and minor improvement (RMI) funds will support. These funds are primarily for such items as emergency snow removal, equipment rental, minor repair of facilities, and urgent repairs of a non-structural nature. The college may use leftover RMI funds at the end of the biennium for projects such as re-carpeting, painting, or remodeling that constitute a high priority and do not involve structural changes.

The funding allocation process of the Repair and Minor Improvement Committee needs review. Expanded campus representation on the committee would allow for broader evaluation and coordination of necessary improvements.

The state-contracted independent engineers, Andre Pack and Associates, assess structural improvements through onsite inspections. This group determines which structures or structural features are in need of the most immediate replacement or repair. The engineers examine building infrastructures and identify any improvements that affect safety or health. Their opinion of what should or should not be replaced is based on a deficiency report formula. Their recommendations are sent to the district and the SBCTC. The college then hires its own independent architect for a second opinion, based on needs and priorities, and cost estimates. The independent inspector's prioritized list is also sent to the SBCTC where negotiations may be necessary to resolve differences between the two opinions.

The president provides information and requests for funding approval to the Board of Trustees at meetings and retreats. The Board of Trustees endorsed the master plan and authorized the president to proceed with property acquisitions as outlined in the plan.

The complex decision-making process for building new structures and the costly maintenance of aging buildings require a consistent vision of YVCC's needs and how best to meet those needs. College administrators must supply evidence of the college's need for physical improvements to the state board and legislature in a convincing argument. The college has followed the suggestions of the master plan regarding land acquisition, remodeling, renovation, and locations for new growth.

Table 8.7 LAND ACQUISITION

**Property Acquisition
in Support of the 1998 Master Plan**

Completed Acquisitions

Location	Description	Date of Construction	Acquisition Date	Acquisition Cost
1111 S. 13th Avenue (Voeller)	Residential	1930	7/3/01	\$95,000
1211 Prash Avenue (Cox)	Residential	1930	7/3/01	\$107,500
Larson Park	Land	N/A	6/30/01	\$970,000
1005 S. 12th Avenue (Garrett)	Residential	1950	3/12/01	\$105,000
1106 S. 15th Avenue (Long)	Commercial	1968	4/30/99	\$160,000
1212 W. Nob Hill (Jolly)	Residential	Demolished	5/18/00	\$85,000
1105 S. 13th Avenue (Jolly)	Residential	1930	5/18/99	\$81,000
1208 W. Nob Hill Blvd. (Jolly)	Residential	Demolished	5/18/99	\$81,000
1012 S. Queen Avenue (Foundation)	Residential	1940	10/12/99	\$75,000

In-Progress Acquisitions

Location	Description	Date of Construction	Acquisition Date	Acquisition Cost
1510 W. Nob Hill Blvd. (Ole's Place)	Commercial	1994	9/30/01	\$367,000
1502 W. Nob Hill Blvd. (Burger Ranch)	Commercial	1960	Pending	Pending

Yakima Valley Community College is committed to following the master plan. It provides an outline of the college's physical resource challenges as well as direction for continuing to meet the college's mission and goals. To achieve elements of the master plan, the college has:

- Purchased a portion of Larson Park to collaborate with Washington State University and Central Washington University for a proposed new Higher Education Center. Plans to develop the purchased land also include funding for 182 parking spaces. The new building will be used predominantly by YVCC during peak hours and by WSU and CWU during afternoon and evening hours. Both WSU and CWU will offer four-year degrees in several disciplines on the Yakima campus. The building will provide space for state-of-the-art technological equipment and studies.
- Created close to 100 additional parking spaces surrounding Parker Field, thus maximizing current land use.
- Addressed parking concerns. The college serves a large geographical area and because of the agricultural nature of the region, the population is widely scattered. Therefore, the college must serve a commuter clientele without the benefit of developed commuter services such as those in more metropolitan areas. Students primarily travel to and from

the college in private automobiles, which demand large numbers of parking spaces. Though strides have been made and plans include additional parking spaces, the work is not completed. Parking continues to be a problem.

Analysis and Appraisal of Physical Resources Planning (8.C)

Strengths

- Yakima Valley Community College successfully purchased nine properties recommended in the master plan.
- Yakima Valley Community College has successfully collaborated with WSU and CWU for a Higher Education Center, a building that will provide over 65,000 square feet for technological instruction and student services.
- Yakima Valley Community College added paid parking spaces, and new parking is included as part of the Higher Education Center project.
- The president has included the Administrative Council in the capitol planning process for the next biennium.
- The Board of Trustees approves and supports the master plan for campus growth.

Challenges

- The state funding process has been slow due to required paperwork. At times, the YVCC Corporate Board has proven to be an effective alternative source of funding.
- The state budget provides funds for constructing new buildings but not for purchasing equipment.
- Even with the additional parking spaces, YVCC is short of parking.
- Competing interests for limited capital dollars demand compromise and prioritization.
- The RMI process for allocations has been limited to administrative participants.
- Expanding facilities is difficult because of land-locked properties.
- The physical division of campus by Nob Hill Boulevard reinforces a perceived separation between the educational purposes of professional/technical and traditional academic studies.
- The college must compete in a statewide system for capital improvements.

Recommendations and Actions Taken

Recommendations	Actions Taken
Acquire land as outlined in the master plan.	Nine properties have been purchased and plans to acquire two additional properties are in progress. Income from rental properties can be used for future campus expansion.
Continue to seek funding for equipment.	The president collaborates with legislators and the Board of Trustees to seek funding for equipment.
Continue to seek innovative solutions to parking dilemmas.	Parking has been discussed at Administrative Council meetings, where suggestions such as hourly timed parking were explored.
Continue to involve the Administrative	An Administrative Council retreat was held

Recommendations	Actions Taken
Council in leadership for specific instructional areas along with the appropriate administrator.	along with follow-up meetings.
Review funding allocation process of the Repair and Minor Improvement Committee. Expand campus representation on the committee to allow for broader evaluation and coordination of necessary improvements.	The vice president for instruction and the director of facility operations will work together to include more instructional members on the RMI committee.
Follow the land acquisition guidelines in the master plan.	The college has acquired nine properties as recommended in the master plan.
Proceed with the construction of a new bridge.	A new pedestrian bridge will be completed in September 2001.
Obtain funding for necessary land, buildings, and parking spaces to allow growth and to allow the college to be proactive in capital planning.	The college has hired an architectural firm to assist in capital project planning for 2003-2005.

Appendices

- 8.1 YVCC Sites
- 8.2 YVCC Institutional Mission and Goals
- 8.3 Physical Plant Staff Job Duties

Materials In The Resource Room

- 8.1.1 Lease Agreements
- 8.1.2 Janitorial Contracts
- 8.2.1 Student Survey Questionnaire
- 8.2.2 Student Responses to Facility Use Survey
- 8.3.1 YVCC Master Plan, Yakima Campus
- 8.3.2 YVCC Master Plan, Update
- 8.3.3 YVCC Master Plan, Grandview Campus
- 8.4 December 1999 Campus Utilization Plan
- 8.5 Space Utilization Reports
- 8.6 Disaster Plan
- 8.7 Facilities Use Policy
- 8.8 Childcare Documentation
- 8.9 ADA Facilities Chart
- 8.10 Quality Assurance Manual
- 8.11 ADA Equipment Table
- 8.12 Equipment List
- 8.13 Procedures for Asset Management & Instructions for Physical Inventory
- 8.14 Administrative Retreat & Council Minutes with Attachments

STANDARD NINE—INSTITUTIONAL INTEGRITY

OVERVIEW

Yakima Valley Community College supports high standards of ethical practice. The college believes the pursuit of institutional integrity is an evolving process and therefore continually looks for ways to raise awareness of ethical practices, encourage adherence to high standards, and foster a system of checks and balances to generate compliance.

College staff completed extensive reviews of the college's policies and procedures in 1992 and 1998. In 1998, a systematic consolidation of all policies and procedures was completed, resulting in the posting of the policies and procedures on the college Intranet system. An open and proactive review of these policies, procedures, and practices is ongoing, ensuring the underlying guidelines of the college are consistent with YVCC's mission and goals statement. As part of this process, the Board of Trustees adopted a new ethical practices policy in December 2000. In spring 2001, the Board of Trustees separated its policy statements from the supporting procedures in order to clarify its role.

Increasing staff awareness of ethical practices remains a priority for the college. Training has been provided for all employees regarding e-mail and Internet usage, the Ethics in Public Service Law (RCW 42.52), appropriate copyright usage, and harassment. In 1998, all employees of the college were given a brochure regarding ethical practices, while new employees receive this information as part of their welcome packet.

As a public institution, the college recognizes the need to model high ethical standards. This responsibility begins with the Board of Trustees and president and extends to all administrators, faculty, and staff. In a continuous process, the college makes every effort to monitor, clarify, and improve the ethical standards by which employees of the college operate.

Analysis and Appraisal

Ethical Standards

Yakima Valley Community College adheres to and complies with the statutes and policies contained in the Revised Code of Washington, the Washington Administrative Code, and those of the State Board for Community and Technical Colleges. The college adheres to the Open Public Meetings Act and Public Disclosure Act, both of which foster public accountability. The College Board of Trustees has established a specific ethics policy that parallels the state Ethics in Public Service Law, RCW 42.52 (Exhibit 9.2.2). YVCC's conflict of interest policy is contained within the ethics policy updated by the Board of Trustees in December 2000 (Appendix 9.1). Prior to that date, the college clearly defined a conflict of interest policy based upon the Executive Conflict of Interest Act (RCW 42.18). This policy was superseded by the more comprehensive ethics policy in an effort to stay current with state law.

The Board of Trustees, administrators, faculty, and staff subscribe to, exemplify, and advocate high ethical standards, both in their general conduct and in the performance of the duties specified in their respective job descriptions. Standards are contained in the Policies and Procedures Manual, YVCC Catalog, Code of Student Rights and Responsibilities, and in the agreements with the representative unions on campus. Among many other topics, these documents address hiring practices, non-discrimination, harassment, the Americans with Disabilities Act, student conduct, ethical conduct for college employees, facilities use, and bidding procedures.

The Administrative-Exempt and Exempt Employees' Code (Exhibit 9.5.5) includes references to conflict of interest but cites the outdated Executive Conflict of Interest Act. Also, neither of the college's collective bargaining agreements contains specific references to the Ethics in Public Service Law. Remedies are described in the "Recommendations and Actions Taken" section of this standard. The board policies manual and YVCC Policies and Procedures Manual are available to all employees on the college's Web page (Exhibit 9.6.1 and 9.6.2).

A survey of the state auditor's Web sites for audits and whistleblower activity shows the college has had only one audit finding in the past five years (in the 1996-1997 audit) and no whistleblower investigations since 1997 (the earliest year data is available on the site). Currently, the state auditor is investigating two whistleblower complaints. The results of these investigations will be available by the date of the accreditation site visit (see State Audit Reports, Exhibit 7.3).

One of the college's strengths has been its effort to make sure all employees are aware of their responsibilities, especially regarding the Ethics in Public Service Law. All trustees have participated in training for new members of boards and commissions offered by the Governor's Office, which covers issues about conflict of interest and ethics for board members. In addition, ethics training is provided for all employees, who also have received a synopsis of the state law in a booklet titled "Ethics: Ethical Standards for Yakima Valley Community College" (Exhibit 9.5.2). Appendix 9.2 shows the training opportunities made available to employees in the past few years.

Policies and Procedures

The college continually reviews and adopts policies and procedures to support the integrity and continuity of its operations throughout the institution. As part of this process, the Board of Trustees exercises policy adoption and revision authority and delegates to the president authority to establish and modify operational procedures and policies. The president makes the distinction between operational policies and governing policies. Operational policies guide the daily operations of the college, while governing policies guide the administration of the institution.

Once the Board of Trustees approves policies that govern the institution, the president then implements these policies. The advisory body of the college, known as the Administrative Council, reviews and approves operational policies. This council is comprised of all executive-level administrators, which include the president, vice presidents, deans, and directors.

The vice president for administrative services, in collaboration with the Administrative Council, coordinates the review and revision of the college's policies and procedures biennially to make sure they are updated and compatible with the current organizational infrastructure and college mission.

Prior to 1998, all college staff members were provided a copy of the college's Policies and Procedures Manual (Exhibit 9.6.2). During 1998-1999, the Policies and Procedures Manual was converted to an online, Web-based document that is easily accessed by the college community via the Internet. The contents were evaluated and revised as necessary using responses from college staff members. During this evaluation process, individuals reviewing the policies identified ways to improve the current policy development, review, and implementation process. The resulting suggestions are listed under the "Recommendations and Actions Taken" section of this standard.

The president initiated board review of the policies contained in the current Policies and Procedures Manual at a study session held on December 7, 2000. The purpose of the review was to identify and separate board-approved policies from operational policies and procedures. On April 12, 2001, the Board of Trustees approved the policies identified at the study session that were compiled in a handbook entitled "Board Policies Manual." This manual will be updated as the Board of Trustees approves new policies and will be available to the campus community via the Internet.

A committee under the direction of the dean for enrollment and student services completed a comprehensive review and update of the Code of Student Rights and Responsibilities (referred to as the student handbook). These policies were updated in accordance with the Washington Administrative Code, Chapter 132P-33, and adopted on June 18, 1999. The student code of conduct establishes or, where appropriate, reflects the procedures and processes for dealing with student issues, such as grievances, disciplinary matters, and grade challenges (see Exhibit 9.5.3).

Publications

Yakima Valley Community College takes seriously its responsibility to represent itself accurately and consistently to its constituencies through catalogs, publications, and official statements. To that end, the YVCC Office of Community Relations exists in part as an information gatekeeper, editing and reviewing all information before its dissemination to the greater community.

Despite the ongoing challenge of educating staff and faculty about the role of Community Relations, in most cases, those in need of promotional materials know that the department offers design, writing, and editing assistance. Such projects usually require several meetings and are collaborative in nature, allowing staff and faculty ample opportunity to offer their input and feedback. One function of Community Relations is to listen to staff and faculty needs, then provide assistance and suggestions for materials intended for off-campus distribution. Materials may include the college Web site, catalogs, schedules, brochures, calendars, promotional pieces, and others (Exhibit 9.4.2, Publications Policy). Editorial changes or suggestions may be based on content, grammar, design, text layout, and choice or quality of photographs for publication.

Public statements on behalf of YVCC, such as news releases and notification of press conferences must originate from the Office of Community Relations or the President's Office and, as standard practice, appear on official YVCC letterhead (Exhibit 9.4.1, News Media Services Policy).

Yakima Valley Community College strives for honesty and integrity in its publications, and material is written with the goal of student success. For example, the theme of YVCC's winter quarter 2001 schedule focused on working students. Although the featured students were successful in balancing the demands of work and school, YVCC did not want to mislead students into believing that they would be guaranteed success as a student. For that reason, a sidebar was included in this issue, encouraging students to attend all classes, consult with an adviser, devote ample time to homework, and be willing to assess schedules and make other adjustments when necessary. Tips and disclaimers such as these are offered throughout YVCC materials so students may be accurately informed, although the college fully understands that disclaimers are neither binding nor contractual.

The goal of Community Relations is to support and empower staff and faculty members to use their own creativity and expertise to produce materials, while offering editing, writing, and design assistance to ensure accuracy and consistency in publications both on and off campus.

Academic Freedom

The Board of Trustees considers an atmosphere of academic freedom to be a fundamental prerequisite for excellence in higher education. Faculty and students engaged in the pursuit of truth must be free to grow intellectually, challenge conventional wisdom, and explore new avenues of thought, while being guided by intellectual discipline and sensitivity. The board has long held these principles to be important and recognizes academic freedom in one of the fundamental policies contained in the constitution and bylaws of the board. The board policy, last revised in January 1999, directs the administrators of the college to "foster such freedom and to establish only those rules and regulations which are essential to the orderly operation of the institution or which enhance its quality."

The board strongly believes that administrative rules are means, not ends, and they should be designed to further, not interfere, with the primary objectives of the institution (Exhibit 9.5.4, Board of Trustees Constitution and Bylaws).

Additionally, the faculty union and administrators have reached an agreement about how to understand academic freedom. The issue of academic freedom was raised because language in the previous faculty agreement included outdated terms that were inconsistent with the current labor relationship. The statement was examined and openly discussed during interest-based bargaining with a consensus being reached and incorporated in the current YVCFT Agreement (see Appendix 9.3).

Recognizing the academic expertise of faculty, college administrators work collaboratively with faculty to protect academic freedom. In any challenge to a grade issued by an academic employee, for example, the grade is presumed correct, and the college will not change the grade

without just cause. All grade challenges that cannot be resolved through informal consultation between the student and the faculty member are addressed through the provisions of Section 15.2 of the YVCFT Agreement concerning complaints (see Exhibit 9.3.1).

Yakima Valley Community College supports the principles of academic freedom as demonstrated through the collaborative reexamination of the terms by which the concept is defined. These revised principles have been openly communicated, enforced through the grievance procedure, and practiced by both faculty and administration.

A brief discussion of issues related to academic freedom is included as Appendix 9.4.

Conclusion

Yakima Valley Community College subscribes to high ethical standards of conduct in fulfilling its goals and mission. The college accepts suggestions and proposals for training intended to further awareness and adherence to the principles of personal and institutional integrity. These standards of conduct are supported and demonstrated throughout the structure of the college from the newest employee to the Board of Trustees. The college understands institutional integrity is not static and must continually be promoted.

Strengths

The college has made significant progress in providing:

- Easy access to policies and procedures. RCW, WAC, and SBCTC information is readily available to all members of the YVCC community via the public folders in Outlook or the Internet.
- Training and helpful resources to inform college employees of the tenets of the ethics laws (see Appendix 9.2). Training of Board of Trustees, administrators, faculty, and staff is ongoing.
- Policies that define ethical behavior and a means for correcting unethical behavior.
- Board-approved policies that are separate and distinguishable from administrative policies and procedures.

Challenges

The college needs to:

- Ensure that policies are systematically updated.
- Increase employee awareness of policies and procedures.
- Educate YVCC staff and faculty about the importance of the Community Relations Office as the filter for YVCC publications to portray an accurate and consistent image to the public and YVCC students.
- Track an individual employee's completed training in a systematic method and assess training needs to assure employees are aware of policies, procedures, and obligations.

Recommendations And Actions Taken

Recommendation	Action(s) Taken
Designate a YVCC department as the clearinghouse of ethics information.	The Human Resource Services Department was designated in this regard as part of its professional development role.
Provide training certificates to participants of all training provided by the college and track this information in a database.	Starting in 1999, attendance at most training was logged. The Technology Services Department has set up a database to track employee training. Certificates of completion were developed and distributed by Human Resources beginning with sex harassment training provided by the Washington State Human Rights Commission in 2000.
Incorporate reference to the Ethics in Public Service Law in all collective bargaining agreements.	A proposal to include the YVCC ethics policy in the classified staff collective bargaining agreement has been made. A similar proposal will be made when the faculty agreement opens for interest-based bargaining.
Update the Administrative Exempt and Exempt Employees' Code to reflect the current ethics law.	A draft document will be shared with administrative and exempt employees in spring 2001.
<p>Provide written policy and procedure guidelines for:</p> <ul style="list-style-type: none"> • Distinguishing board-approved governing policies from operational policies. • Updating existing policies and procedures to reflect the current infrastructure. • Ensuring consistency in future policy development. 	<p>The Administrative Council will evaluate the policy development methodology as part of the policy review process during the 2001-2003 biennium.</p> <p>The vice president for administrative services along with delegated staff will write guidelines for policy development at that time. The Administrative Council will review and approve the guidelines.</p>
Include an introduction to college policies and procedures in the new staff orientation.	The Human Resources Department is developing a booklet introducing college policy and procedure for use in the fall of 2001.

Appendices

- 9.1 1.05 Standards of Ethical Conduct, Board Policies Manual
- 9.2 Acceptable Use/Ethics in Public Service Training Opportunities, 1998-2001
- 9.3 YVCFT Agreement, Section 8.16, Academic Freedom
- 9.4 Issues Related to Academic Freedom

Materials In The Resource Room

9.1 Statements or policies on academic freedom

- 9.1.1 YVCFT Agreement, Section 8.16, Academic Freedom (Also listed as Appendix 9.3)
- 9.1.2 Board of Trustees General Policy Statement, Section IV, Board Statement on Academic Freedom

9.2 Statements or policies on conflict of interest

- 9.2.1 Board Policies Manual, Policy 1.05, Standards of Ethical Conduct (Also listed as Appendix 9.1)
- 9.2.2 Revised Code of Washington (RCW) 42.52, Ethics in Public Service Law
- 9.2.3 YVCC Code of Employment Rules & Regulations for Administrative Exempt & Exempt Employees, Sections 1.056, Conflict of Interest; Section 1.07, Copyrights and Patents; and Section 1.08, Consulting and Other Outside Work
- 9.2.4 YVCFT Agreement, Section 17.2, Re-openers for Appendix B and C

9.3 Policies that guarantee fair treatment of faculty, administration, staff, and students

- 9.3.1 YVCFT Agreement: Section 15.2, Complaints; Article V, Grievance Procedure; Article IX, Working Conditions Applicable to Full-Time Academic Employees; Section 9.13, Placement on the Salary Schedule; Section 10.8, Rights, Obligations, and Reasonable Expectations of the Probationer; Article XI, Dismissal; Article XII, Working Conditions Applicable to Part-Time Academic Employees; Appendix F – Sexual Harassment
- 9.3.2 Code of Student Rights and Responsibilities: WAC 132P-33-120, Student Complaints; 132P-33-123, Sexual Harassment Policy; WAC 132P-33-125, Complaints Against Academic Employees; WAC 132P-33-190 through 350, Code Procedures
- 9.3.3 Classified Staff Collective Bargaining Agreement: Article 1, Nondiscrimination; Article 4, Sections 2 and 4-6, Employee Rights and Discipline; Article 12, Grievance Procedure
- 9.3.4 YVCC Code of Employment Rules & Regulations for Administrative Exempt & Exempt Employees: Sections 1.05, General Duties, Privileges, Rights; Section 1.10, Employee Grievances; Section 2.03, Dismissal Procedures
- 9.3.5 YVCC Affirmative Action Plan and Report

9.4 Copies of print and electronic promotional materials

- 9.4.1 Policies & Procedures Manual, Procedure 2.06, News Media Services
- 9.4.2 Policies & Procedures Manual, Procedure 2.09, Publications
- 9.4.3 Copies of print and electronic promotional materials

9.5 Code(s) of conduct, statement(s) of ethical behavior

- 9.5.1 Revised Code of Washington (RCW) 42.52, Ethics in Public Service Law
- 9.5.2 Booklet titled "Ethics: Ethical Standards for Yakima Valley Community College"
- 9.5.3 YVCC Code of Student Rights and Responsibilities
- 9.5.4 YVCC Board of Trustees Constitution and Bylaws
- 9.5.5 Administrative Exempt and Exempt Employees Code
- 9.5.6 YVCFT (faculty) Agreement
- 9.5.7 WPEA (classified staff) Agreement
- 9.5.8 Guidelines for E-mail Use
- 9.5.9 Electronic Communication Procedure
- 9.5.10 Software Protection Agreement

9.6 Other Exhibits Applicable to Standard Nine

- 17.6.1 Board Policies Manual
- 17.6.2 YVCC Policies & Procedures Manual
- 17.6.3 Annual policy reminder memo from the president to employees (sample from 2001)