



YAKIMA VALLEY COMMUNITY COLLEGE YEAR ONE SELF-EVALUATION REPORT



PREPARED FOR THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

Table of Contents

Institutional Overview	2
Preface.....	4
Brief update on institutional changes since last report	4
Response to topics previously requested by the Commission	4
Chapter One Standard One: Mission, Core Themes, and Expectations	6
a. Executive Summary of Eligibility Requirements 2 and 3	6
b. Standard 1.A Mission	6
• 1.A.1 – Mission Statement.....	6
• 1.A.2 – Interpretation of Mission Fulfillment.....	6
• 1.A.3 – Articulation of acceptable threshold, extent, or degree of mission fulfillment	7
c. Standard 1.B Core Themes	8
Conclusion	16

INSTITUTIONAL OVERVIEW

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

YVCC's service district is predominately rural. The economy of the region is focused on agriculture, food processing, and health care industries. The annual unemployment rate has historically been cyclically twice that of the state of Washington during the winter, due to the high rates of seasonal employment in agriculture. The following table based on the 2011 US Census update illustrates that the YVCC service district is poorer, less educated, younger, and more comprised of persons of color than the state of Washington and the US as a whole, thus presenting the college with some challenges to both student success and funding.

People Quick Facts	Yakima County	Washington	USA
Persons below poverty level, percent, 2006-2010	21.8%	12.1%	13.8%
High school graduates, percent of persons age 25+, 2006-2010	70.8%	89.6%	85.0%
Bachelor's degree or higher, percent of persons age 25+, 2006-2010	15.6%	31.0%	27.9%
Persons under 18 years, percent, 2010	30.4%	23.5%	24.0%
White persons not Hispanic, percent, 2010	47.7%	72.5%	63.7%
Language other than English spoken at home, percent of age 5+, 2006-2010	38.5%	17.5%	20.1%

In 2000 and each year since, YVCC has received designation as a Hispanic-Serving Institution (HSI). To qualify for HSI designation, the college student population must consist of more than 50% of students receiving Pell Grants or more than 24.4% in poverty and 25% Hispanic students. Since 2000, these percentages continue to grow in YVCC's student population, a reflection of the shifting community demographic. The overall student population is about 40% white and 60% students of color (mostly Hispanics of Mexican descent), with students of color overrepresented in the ABE population (85%) and underrepresented in the degree-seeking population (around 30%). More than 85% of students enter the college needing developmental coursework, with approximately 65% needing to take two or more levels of developmental work. More than 70% of the student population qualifies for financial aid. First-generation college students are estimated to comprise between 75-80% of degree-seeking students (exact numbers are unknown because students may elect to not respond to these questions).

Founded in 1928 as a private two-year higher education institution, YVCC became a public junior college under the auspices of the Yakima School District in 1948. In 1967, the Washington State Legislature passed the Community College Act, and YVCC became a state community college under the jurisdiction of the State Board for Community and Technical

Colleges (SBCTC). At that time, the college focused on Transfer and Workforce Education Programs. In 1990, responsibility for Adult Basic Education was transferred from the Office of the Superintendent of Public Instruction (OSPI) to the SBCTC, thus expanding the mission of the college to include adult literacy, English as a Second Language, and GED instruction.

During its 84-year history, YVCC has expanded its funding base, which was initially private, then included state funding, and now integrates a complicated array of federal, state, local, private, grant, tuition, and fees funding needed to operate a comprehensive community college. Since 2003, YVCC has experienced tremendous transformation of its facilities, with the addition of two new buildings on the Yakima Campus and one on the Grandview campus, as well as major renovations to keep facilities current and to expand services.

YVCC is the largest provider of postsecondary education services in south central Washington State. To promote higher education in the district, YVCC collaborates with regional educational institutions, including Educational School Service District 105, eighteen K-12 school districts, Central Washington University, Eastern Washington University, Heritage University, Pacific Northwest University of Health Sciences, Perry Technical Institute, and Washington State University. YVCC offers a comprehensive curriculum for transfer to four-year colleges and universities; professional and technical programs; basic skills instruction; and lifelong learning opportunities. In 2011-12, YVCC served 9,576 students: 38% in Workforce Programs, 27% in Basic Skills, 32% in Transfer Education, and 3% in other programs, including personal enrichment.

YVCC is organized into two primary functional areas: Administrative Services and Instruction/Student Support Services (Appendix B). The Vice President of Administrative Services oversees finances and facilities, including the Capital Master Plan for development of the institution in the future. The Vice President of Instructional and Student Services oversees services in the areas of instructional technology, library, outreach, institutional research, admissions and enrollment, student support, and instructional programs.

Educational programs at YVCC are organized into three instructional divisions. The Arts and Sciences Division oversees developmental education; information literacy; student development and physical education courses; prerequisites for many professional technical programs; and transfer degrees coursework. More than 100 courses have been identified for common course numbering, and partnerships between specific YVCC departments and their compatriots at four-year colleges continue to ensure that students are prepared to transfer into majors at four-year institutions. The Basic Skills Division includes programs in Adult Basic Education, English as a Second Language, Literacy, and GED preparation. Recent Basic Skills efforts have included the expansion of Integrated Basic Education and Skills Training (I-BEST) options, which pair higher-level basic skills training with specific vocational training to get students started in college pathways sooner. The Basic Skills Division works collaboratively with Department of Social and Health Services and the Workforce Development Council to serve Work First and Worker Retraining students. The Workforce Education (WED) Division offers 47 degree and 88 certificate programs in 24 fields of study, as well as 26 non-credit, short term certificates. All WED programs are guided by community advisory boards and are closely aligned both with Basic Skills programs for entry-level training and with Arts and Sciences programs for prerequisites and distribution requirements.

PREFACE

Brief update on institutional changes since last report: YVCC participated in reaccreditation activities during 2011, including completing and submitting the Year Seven report under the new NWCCU standards and hosting an accreditation team site visit in October 2011. Since that time, there have been no significant changes to the institution.

Response to topics previously requested by the Commission: On February 1, 2012 YVCC received a letter from NWCCU that reaffirmed accreditation on the basis of the Fall 2011 Comprehensive Evaluation (Appendix C). This letter summarized four commendations from the Commission and, while acknowledging that YVCC was already substantially in compliance with the two recommendations it received following the October 2011 visit, the Commission requested that YVCC expand its Fall 2014 Year Three Self-Evaluation Report to address these two recommendations. YVCC has already begun to address the two recommendations. Actions to date are noted below.

Recommendation 1. *While recognizing efforts to allocate resources to instruction in support of the primary mission of the College, the evaluation committee is concerned that the College maintains a sufficient number of qualified personnel to sustain effective leadership, management, and student services (Standard 2.A.11).*

Yakima Valley Community College has seen significant reductions in its state financial resources over the past four years. During this same time, the college has seen record enrollments and has struggled to meet student demand across the spectrum of its mission. The question of what constitutes a “sufficient number of qualified personnel to sustain effective leadership, management, and student services” is germane to budget planning and college reorganization efforts.

One of the first strategies YVCC has employed in eliminating positions to meet budget reductions has been to reorganize resources as individuals have left YVCC’s employment ranks. In general, this has enabled the college to maintain personnel with expertise and experience; it has also meant that some individuals have seen their job duties change to meet college needs. For example, at the time of the October 2011 report, YVCC had consolidated the Dean of Arts and Sciences and Dean of Basic Skills positions into a single administrative position for the 2011-13 biennium. This was done to reduce administrative budgets at a time when classified, administrative exempt, and faculty positions were being reduced. It is YVCC’s intention to monitor how effectively this administrative restructuring meets its needs and to make a determination about how to most effectively administer the college before planning begins for the 2013-15 biennium.

At the end of the 2012-13 academic year, several retirements and resignations offered the college the challenge and opportunity to reconsider effective leadership, management, and student services. A new financial aid director was hired in May, following the resignation of the previous financial aid director. The new director brought a wealth of experience managing financial aid services and new ideas about the relationship between financial aid and student services in general. YVCC is sending the new financial aid director to national training, placing

her on key college committees, and empowering her to develop training for staff, faculty and students. The retirement of an Office of Institutional Effectiveness (OIE) data manager focused the college on the opportunity to revise staffing for the OIE and to create an administrative position for institutional research as well as maintaining a research analyst position. The pending retirement of the registrar in October, 2012 comes at a time when the college is reconsidering how to more strategically plan and manage enrollment. The former Title V and Multicultural and Outreach Services Director will assume interim responsibility as the registrar with the support of the OIE Director and Research Analyst. A new Strategic Enrollment management approach will be developed prior to advertising and hiring a permanent registrar for the 2013-14 academic year. YVCC will continue to monitor and address staffing concerns.

Recommendation 2. *In a review of evidence provided, there is inconsistency in the existence of course and program learning outcomes, the committee recommends that in cases where course and program level outcomes exist, they be consistently communicated and published (Standard 2.C.1, 2.C.2, and 2.D.5.d).*

YVCC's educational offerings are overseen by three different instructional divisions. The Arts and Sciences Division oversees developmental education and college transfer courses. The Basic Skills Division oversees Adult Basic Education, English as a Second Language, GED, and Literacy courses. The Workforce Education Division oversees course offerings in professional-technical programs, including IBEST programs that integrated Basic Skills and vocational instruction. During the October 2011 visit it was noted that while the divisions had collections of approved course outlines that included student learning outcomes, these learning outcomes were not included on all of the syllabi the accreditors observed. The accreditors stated that since the syllabi are the primary means of conveying expectations and objectives to students, it is important that all course syllabi include the approved course objectives.

Since the October visit, YVCC has been addressing the content of syllabi in a number of ways. Each of the instructional divisions was tasked with reviewing all the courses listed in the college catalog and corresponding syllabi for all courses taught to ensure that the student learning objectives listed on the approved courses were communicated consistently to students via the syllabi. The division deans have communicated expectations to their respective divisions via emails, division newsletters, and presentations at division meetings. The assessment committees have been informed about the concerns and expectations and have shared them with their respective departments. Department chairs have been prompted to include a prompt to their respective departments about course syllabi. The deans have tracked and monitored the submission of quarterly syllabi and have contacted faculty members whose syllabi are lacking essential components to prompt them to revise their syllabi for completeness.

Along similar veins, YVCC is completing a review of the college catalog to ensure program level outcomes are communicated to students and has begun to merge the curricula of the three divisions into a single shared curriculum database so that ongoing review and management is streamlined. All courses currently offered have been uploaded into the new database and a schedule for review and updating is being implemented across the curriculum.

CHAPTER ONE

STANDARD ONE: MISSION, CORE THEMES, AND EXPECTATIONS

a. Executive Summary of Eligibility Requirements 2 and 3

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

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

b. Standard 1.A Mission

1.A.1 – Mission Statement

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

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

1.A.2 – Interpretation of Mission Fulfillment

To articulate mission fulfillment, YVCC's Administrative Council and 45-member Institutional Effectiveness (IE) Team held a series of meetings from October 2011 through February 2012 at which they reviewed feedback from the 2011 Comprehensive Self-Evaluation report, and recommitted to three core themes: Community, Access, and Success. A single IE Team meeting was devoted to analysis of each core theme, with several iterations circulated before final versions were approved at subsequent meetings. The IE Team identified objectives and proposed indicators for each core theme.

To determine progress on meeting Core Theme objectives, YVCC has identified multiple indicators for each objective. The indicators are an array of descriptive statistics (i.e., numbers served, percentages), comparative statistics (i.e., pre-/post- comparisons, cohort analyses), contextual descriptions (i.e., lists of programs offered) and qualitative measures (i.e., focus groups, case studies). Some indicators are based on YVCC data, while others are based on community data. In general, those indicators that are based on YVCC data are focused on improving performance on an objective, while indicators based on community data are focused on understanding the context in which YVCC operates and how YVCC's programs and services link to the broader community.

YVCC has created Core Theme Reports that include trend data for all indicators. Targets and/or benchmarks have been established based on past performance and benchmarks from other programs or colleges where appropriate and available. Rolling three-year averages are used in many indicators so that data can be disaggregated by ethnicity or other categories while protecting the anonymity of individuals from small groups. The use of rolling three-year averages also enables the college to more clearly identify major changes in indicators instead of reacting to anomalies for particular cohort years or conditions. In some cases, YVCC has decided that it is more appropriate to describe conditions at the present time and compare them to conditions at later points in time; these descriptions are included in the Core Theme Reports.

Spring Quarter of each year, YVCC directs each administrative unit and/or program to review their goals and outcome data relative to the core themes. The faculty conducts a Spring Assessment Day at which student learning outcomes and instructional program data are reviewed. Each department and program submits updated information about their programs, including their progress in meeting goals, goals for the next academic year, and descriptions of programs changes, professional development, and community involvement. Prior to the Annual Administrative Retreat in June, indicator data and descriptions are updated by responsible parties (Appendices D, E, and F). During the Annual Administrative Retreat, YVCC administrators, program directors, and key staff assess progress made on each of the core theme objectives by reviewing indicator data and condensing the information from the various indicators into an assessment of progress on the objectives. YVCC's Board of Trustees receives an annual report on progress toward attainment of core theme objectives and reviews the conclusions reached by the Administrative Team and the data that supported these conclusions at their Annual Board Retreat held each summer. Additionally, throughout the year administrators and others presenting at the Board of Trustees' meetings link their reports to the core themes. In these ways, the Board is continually informed about efforts related to and progress on core theme objectives and they have an ongoing working knowledge of the degree to which the college is fulfilling its mission as articulated through the core themes.

1.A.3 – Articulation of acceptable threshold, extent, or degree of mission fulfillment

In January 2012, YVCC's Board of Trustees reaffirmed the following definition of mission fulfillment:

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

Table 1.A.1: Successful Objective Thresholds

Community	3/4 objectives
Access	3/4 objectives
Success	4/5 objectives
Acceptable Threshold of Mission Fulfillment will be 10/13 objectives met (70%)	

c. Standard 1.B Core Themes

YVCC has articulated its mission via three core themes: Community, Access, and Success. For each core theme, objectives have been developed and indicators have been proposed. All indicator documents are included as appendices.

Core Theme One: Community

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

There are four objectives and 25 indicators related to the Community Core Theme. Data related to Core Theme One can be found in the Core Theme One report Appendix D.

Objective 1.1 – Promote a college-going culture of the service district

Indicators:

- **1.1.a** – Maintain dual enrollment programs and track the number of dually-enrolled students who matriculate to YVCC. Benchmark: ≥ 350 Running Start students enrolled annually.
- **1.1.b** – Participation of school district students and personnel in YVCC activities. Benchmark: Maintain a variety of opportunities to participate in YVCC activities.
- **1.1.c** – Percent of high school graduates who matriculate to any postsecondary institution the following year. Benchmark: $\geq 30\%$ matriculation rate to YVCC.

Rationale: According to national research, participation in pre-college and dual enrollment programs increases matriculation to college; this is a “collective-impact” effort. YVCC participates in a number of efforts promoting college, including direct work with school district personnel to increase college readiness and matriculation.

Objective 1.2 – Contribute to the work skills and educational levels of YVCC’s communities.

Indicators:

- **1.2.a** – Number of GED testers who complete the GED test annually. Benchmark: ≥ 800 GED completers annually.
- **1.2.b** – College Alternative Programs (CAPs) for high school drop-outs. Benchmark: \geq four agreements in place each year and serve to capacity.
- **1.2.c** – Number and percent of students who earn the goal of improving English language and basic literacy skills. Benchmark: $\geq 50\%$ for both English language and basic literacy goal.
- **1.2.d** – Percent of professional/technical students employed in their field of study nine months after graduating. Benchmark: $\geq 80\%$.
- **1.2.e** – Number of certificates/degrees awarded. Benchmark: ≥ 800 total credentials awarded each year.
- **1.2.f** – Value-added of student earning credits. Benchmark: Conduct another analysis in ten years and ensure that the contribution increases.

- **1.2.g** – YVCC employee participation in professional development. Benchmark: $\geq 50\%$ of employees engage in some form of professional development.
- **1.2.h** – YVCC employee perception. Benchmark: \geq national norm.
- **1.2.i** – Utilization of the library by the public. Benchmark: To be set in 2012-13.

Rationale: YVCC contributes to the community by preparing future employees and well-educated community members at a variety of levels ranging from basic literacy through completion of degrees. Research indicates that the more education individuals have regardless of completion, the more likely they are to be employed and make higher wages than those without higher education.

Objective 1.3 – Create and maintain partnerships with stakeholders to help shape program curriculum and services.

Indicators:

- **1.3.a** – Advisory Boards are in compliance with SBCTC and federal guidelines. Benchmark: 100% in compliance.
- **1.3.b** – Partnership agreements with business and organizations fulfilled . Benchmark: 100% of agreements are fulfilled.
- **1.3.c** – Articulations and agreements with other educational institutions updated and fulfilled as needed. Benchmark: 100% updated and fulfilled.
- **1.3.d** – Data sharing agreement with P-12 school districts. Benchmark: all districts in YVCC's service district participate.

Rationale: YVCC needs community assistance to design programs and services that meet industry standards and expectations of other institutions of higher education so that our graduates are employable and/or our students can transfer among institutions . Such partnerships inform the creation of curriculum, opportunities for students to participate in internships and other experiential programs, and pathways between high school and college curriculums. Additionally, partnerships help inform other organizations about YVCC's efforts in ways that help them advocate for the college's programming.

Objective 1.4 – Secure and be a good steward of resources and facilities

Indicators:

- **1.4.a** – FTE bands. Benchmark: Meet or exceed annual FTE bands.
- **1.4.b** – Institutional audits. Benchmark: 100% no significant findings
- **1.4.c** – Operating budget detail. Benchmark: Monitor proportions and adjust appropriately.
- **1.4.d** – Grants and contracts. Benchmark: Keep similar proportions and not lose funding in any one area.
- **1.4.e** – Capital projects completed. Benchmark: Projects completed as scheduled.
- **1.4.f** – Clery Act statistics. Benchmark: Reduce number of incidents, preferably to zero.
- **1.4.g** – Facilities management. Benchmark: scheduled maintenance performed and work request completed; 100% ADA compliance.
- **1.4.h** – Technology management. Benchmark: 100% of student computing resources updated on a three year cycle and computer lab access sufficient to meet needs of students as measured by total hours open and schedule.

- **1.4.i** – Perception of physical grounds. Benchmark: $\geq 95\%$ or more of students report YVCC grounds are attractive and well-kept.

Rationale: To maintain viability for the community, YVCC must monitor current fiscal resources and grow resources for the future despite difficult economic realities. The college community must be aware of safety concerns and procedures and actively engaged in ameliorating any safety issues. To accomplish this, regular, consistent messaging around safety is required.

Core Theme Two: Access

YVCC strives to provide access to our diverse community. YVCC encourages and supports our community members' participation in services and educational programs.

There are four objectives and 17 indicators related to the Access Core Theme. Data related to Core Theme Two can be found in the Core Theme Two report Appendix E.

Objective 2.1 – Provide opportunities for access through location, scheduling, and delivery methods.

Indicators:

- **2.1.a** – Enrollment services. Benchmark: Availability through a variety of methods and hours.
- **2.1.b** – Financial Aid. Benchmark: Process 90% or more of financial aid applications received for Fall Quarter by September 1st of each year.
- **2.1.c** – Courses available in a variety of formats. Benchmark: Maintain offerings in five modalities: face to face, ITV, online, hybrid and web-enhanced.
- **2.1.d** – Number of two-year programs where 50% or more of the credits are offered at any Off-Campus Locations. Benchmark: Maintain and/or increase.
- **2.1.e** – Number of programs of 45 credits or more where at least 50% or more of the curriculum is offered by Distance Education. Benchmark: Maintain and/or increase.

Rationale: YVCC's student population is varied and spread out across a large district. In order to provide access, YVCC offers services at branch campuses, outreach centers, and via the web, and must consider the sequencing of courses across the four academic quarters.

Objective 2.2 – Advise students into appropriate beginning schedules

Indicators:

- **2.2.a** – Percent of students agreeing with initial placement. Benchmark: $\geq 70\%$.
- **2.2.b** – First-time course success in English and Math. Benchmark: $\geq 75\%$.
- **2.2.c** – Participation in New Student Orientation and Advising. Benchmark: $\geq 90\%$.
- **2.2.d** – Student satisfaction with New Student Orientation. Benchmark: $\geq 85\%$ on Annual Fall Survey; new tool to be developed Fall 2012.
- **2.2.e** – Percent of incoming student enrolling in English and/or math their first quarter. Benchmark: $\geq 50\%$ for both English and math.
- **2.2.f** – Counseling and advising for potential YVCC students. Benchmark: Maintain opportunities; collect baseline 2012-13.

Rationale: YVCC provides an array of programming aimed at helping students begin a college program focused on successful completion. Key to this are placement, New Student Orientation, and counseling/advising services. It is important to ensure that placement testing and requirements promote more course success and are not unnecessary barriers to admission to courses or programs, so student success by placement is monitored. Additionally, student attitude plays a role in success, with students who perceive that they are in appropriate courses

are more likely to continue, so YVCC track student perception of placement, NSO and other advising efforts.

Objective 2.3 – Ensure that enrollment in YVCC’s services and programs is representative of the community’s population and demographic.

Indicators:

- **2.3.a** – Demographic of the college-going population compared to the college-eligible community population. Benchmark: Maintain proportionality.
- **2.3.b** – Needy student percentage compared to the national threshold. Benchmark: Meet or exceed national average since YVCC’s service district is a high poverty area.
- **2.3.c** – Non-traditional enrollment data for Workforce programs. Benchmark: Meet or exceed program targets.

Rationale: There are historic trends of underrepresentation in higher education that are not seen unless data is disaggregated. Hispanic and Native American students are much less likely to attend college as are impoverished students from all racial groups. Within the YVCC service district there is a growing percent of Hispanic students, a reservation, and a high % of poverty. Additionally, recent studies have indicated that these populations are less likely to attend as the costs of attendance increase, so it is important to monitor representation for equity within our district.

2.4 - Monitor the costs associated with college attendance and provide a variety of financial assistance to eligible students.

Indicators:

- **2.4.a** – Cost per professional/technical program reported per Gainful Employment requirements. Benchmark: Similar costs for similar programs.
- **2.4.b** – Title III/V cost per student eligibility. Benchmark: Costs per student are below the national average for community colleges
- **2.4.c** – Financial Assistance. Benchmark: Manage 14 different financial assistance programs including grants, loans, work study, scholarships and partnerships with outside agencies.

Rationale: YVCC is situated in a high poverty area and attempts to keep costs down as much as possible while maintaining state-of-the-art programs. Recent legislation mandates that the expenses associated with costs of attendance be publically available; monitoring these reports and comparing them to other community colleges helps YVCC obtain a view of the costs of college overall and for various programs.

Core Theme Three: Success

YVCC's learning-centered environment focuses on its diverse students, providing a foundation for lifelong learning and enabling the achievement of educational goals.

There are five objectives and 30 indicators related to the Success Core Theme. Data related to Core Theme Three can be found in the Core Theme Three report Appendix F.

Objective 3.1 – Provide services to support student achievement

Indicators:

- **3.1.a** – Technology access and utilization by students. Benchmark: Provide adequate services based on current access and utilization data.
- **3.1.b** – Library/Media resources access and utilization. Benchmark: Maintain physical and virtual access to library resources for students at both the Yakima and Grandview campus and at other YVCC educational sites.
- **3.1.c** – Academic support centers access and utilization. Benchmark: Maintain current support centers (Math, Tutoring, and Writing Centers on Yakima and Grandview Campuses) and adjust hours for day and evening services as utilization indicates.
- **3.1.d** – Disability support services access and utilization. Benchmark: 100% of students documenting and requesting accommodation will be served appropriately.
- **3.1.e** – Counseling and advising center access and utilization. Benchmark: Maintain availability in tandem with other student services, providing both individual appointments and drop in hours. Additional benchmarks to be developed as part of the advising program revisions 2012-14.
- **3.1.f** – Student satisfaction with support services. Benchmark: $\geq 85\%$.
- **3.1.g** – Student reported availability, interaction, and satisfaction with advisors. Benchmark: $\geq 80\%$.
- **3.1.h** – Use of and satisfaction with online advising tools. Benchmark: $\geq 80\%$.
- **3.1.i** – Percentage of enrolled student seen by advisors annually. Benchmark: to be set in 2013.
- **3.1.j** – Access to technology. Benchmark: Maintain student computer labs at all YVCC learning centers and campuses with day, evening, and weekend hours as supported by student use and interest and as resources allow; provide wireless access on campuses.
- **3.1.k** – Student membership in clubs or campus activities. Benchmark: $\geq 15\%$.
- **3.1.l** – eLearning support. Benchmark: To be set in 2013.

Rationale: A variety of support programs/services are needed to keep students enrolled and successfully completing programs of study. The college monitors both the use of these programs/services and perception of them to adjust services as indicated.

Objective 3.2 – Students successfully complete courses.

Indicators:

- **3.2.a** – Course completion rates with a “C” disaggregated by race/ethnicity. Benchmark: $\geq 80\%$ with reduced gaps.

- **3.2.b** – Credits attempted versus credits completed disaggregated by race/ethnicity. Benchmark: $\geq 80\%$ with reduced gaps.
- **3.2.c** – Student success by modality. Benchmark: Students complete all modalities at the same rate.
- **3.2.d** – Percentage of students on academic probation, suspension, or dismissal disaggregated by race/ethnicity. Benchmark: Decrease to below 10%.
- **3.2.e** – Student perception of instructor and staff. Benchmark: $\geq 90\%$ are positive.

Rationale: A component of persistence is successful course completion. Course completion rates are also indicative of potential probation and suspension rates that impact financial aid. The college should see similar rates of success regardless of modality of instruction. Three and six-year degree completion rates are realistic given the high percentage of students who start below college level and the high percentage attending part-time.

Objective 3.3 – Increase student momentum towards certificates and degrees and close achievement gaps.

Indicators:

- **3.3.a** – Fall to winter retention disaggregated by race/ethnicity and intention as a rolling three-year average. Benchmark: $\geq 80\%$ for all groups.
- **3.3.b** – Fall to fall retention rates disaggregated by ethnicity and intention as a rolling three-year average. Benchmark: $\geq 55\%$ for all groups.
- **3.3.c** – Percent of students accounted for into the fourth year from initial enrollment. Benchmark: $\geq 60\%$.
- **3.3.d** – Percent of students earning intermediate measures of success by the end of their second year. Benchmark: Transfer and Workforce – $\geq 35\%$; Basic Skills – $\geq 10\%$.
- **3.3.e** – Percent of students making momentum towards certificates and degrees. Benchmark: Transfer and Workforce – $\geq 80\%$; Basic Skills – $\geq 60\%$.
- **3.3.f** – Degree and certificate completion within three and six years disaggregated by race/ethnicity. Benchmark: Three year rate $\geq 25\%$; six-year rate $\geq 35\%$

Rationale: In order to succeed at college, students must persist. National and local data show that the highest drop-out rate is in the first quarter and the second-highest is from the first year to the second year. Several strategies are being employed to improve persistence. Persistence can also be viewed as earning a credential, transferring to another institution, or still attending. In this case, we are trying to know as much as we can about our students' outcomes.

Objective 3.4 – Students' perception and demonstration of competence in appropriate learning outcomes.

Indicators:

- **3.4.a** – Institutional outcomes and assessment. Benchmark(s) to be set in 2016 following development of a new, campus-wide assessment plan to be developed from 2012-14, piloted in 2014-16. Benchmark: Participation by 100% of YVCC instructional departments/programs.

- **3.4.b** – Student survey data regarding academic challenge. Benchmark: Statistically significant improvement between entering students and graduating students.

Rationale: While degrees and certificates indicate a completion, it is the actual learning outcomes that demonstrate the value-added by focusing on overarching learning outcomes across a curriculum. A new assessment plan will include processes for validating overarching student learning outcomes as well as department/program specific outcomes that contribute to them. Student perception of abilities is another means of validating and understanding learning outcomes. YVCC employs three different surveys to capture student perception of their learning and the learning environment at various points in their academic careers: starting, in progress (students are grouped by various credit amounts), and upon applying for graduation.

Objective 3.5 – Facilitate transfer and employment.

Indicators:

- **3.5.a** – Percent of curriculum with common course numbers. Benchmark: To be determined in 2012-13 based on analysis of current offerings and state identified common courses.
- **3.5.b** – Articulations. Benchmark: Maintain current articulation with institutions of higher education in Central Washington
- **3.5.c** – University GPA of YVCC transfer students compared to native students. Benchmark: At or above native students at institutions providing data.
- **3.5.d.** – Prior learning assessment. Benchmark: To be set in 2012-13 following analysis of current efforts and consideration of alternative strategies
- **3.5.e** – Accreditation of YVCC’s professional/technical programs by their governing bodies. Benchmark: 100% of eligible programs accredited/reaccredited.

Rationale: In order to ensure student success beyond YVCC, programs of study must be aligned with other colleges and accrediting bodies. Tracking how students do when they transfer helps YVCC know if students were appropriately prepared.

CONCLUSION

YVCC completed its comprehensive evaluation and site visit in October 2011. In February 2012, the NWCCU renewed YVCC's accreditation while providing four commendations and two recommendations. Immediately following the October 2011 accreditation visit, YVCC convened the 45 member cross-campus Institutional Effectiveness (IE) Team to review core themes, objectives, and indicators; interpret the NWCCU feedback; begin planning for the Fall 2012 Standard One report. The IE Team, with subsequent acknowledgement by the YVCC Board of Trustees, reaffirmed YVCC's Mission Statement and three Core Themes, and revisited and revised objectives and indicators. As YVCC has become more versed in data collection and analysis, a stronger emphasis has been placed on using multiple databases and data sources to inform the college about progress in meeting objectives.

Core Theme One: Community focuses on the college's internal and external relationships and the desire to provide meaningful, relevant services to diverse students within our service district. Four objectives and 25 indicators are focused on Community.

Core Theme Two: Access centers on YVCC's commitment to "open-door" access that encourages and supports the enrollment of diverse groups of students. "Access" is further delineated through four objectives and 17 indicators.

Core Theme Three: Success addresses the provision of learner-centered environments that result in students achieving their educational goals through completion of courses, certificates, and degrees. Five objectives and 30 indicators have been developed for evaluating YVCC's efforts at improving "Success."

Appendices D, E, and F to this report include the Core Theme Indicator Tracking Documents that display the progress made on developing and tracking indicators, the timeframe for reevaluation, and the person(s) or office(s) responsible for gathering/submitting data for the indicator documents. The indicator documents themselves are included in the appendix.

During the June 2012 Administrative Retreat, participants analyzed performance on each of the indicators, aggregated the overall performance on indicators relative to each objective, and determined whether the college was making progress on each objective. In some cases, these analyses revealed that the indicators were not informative about the objectives, so the indicators themselves were modified. In other cases, these analyses revealed that some objectives warranted being revised so that they could be more easily linked to indicators. This interim accreditation update was presented to the Board of Trustees at their July Retreat and they concurred with the college's approach to delineating its mission via three core themes and reporting on progress via annual Core Theme reports.

In response to NWCCU recommendations, the Vice President for Instruction and Student Services directed the deans and faculty to complete a comprehensive review of the approved course outlines and corresponding syllabi of all courses in YVCC's master course inventory. This review resulted in training faculty about items to include on syllabi and updates to the curriculum approval process.



YAKIMA VALLEY COMMUNITY COLLEGE YEAR ONE SELF-EVALUATION REPORT



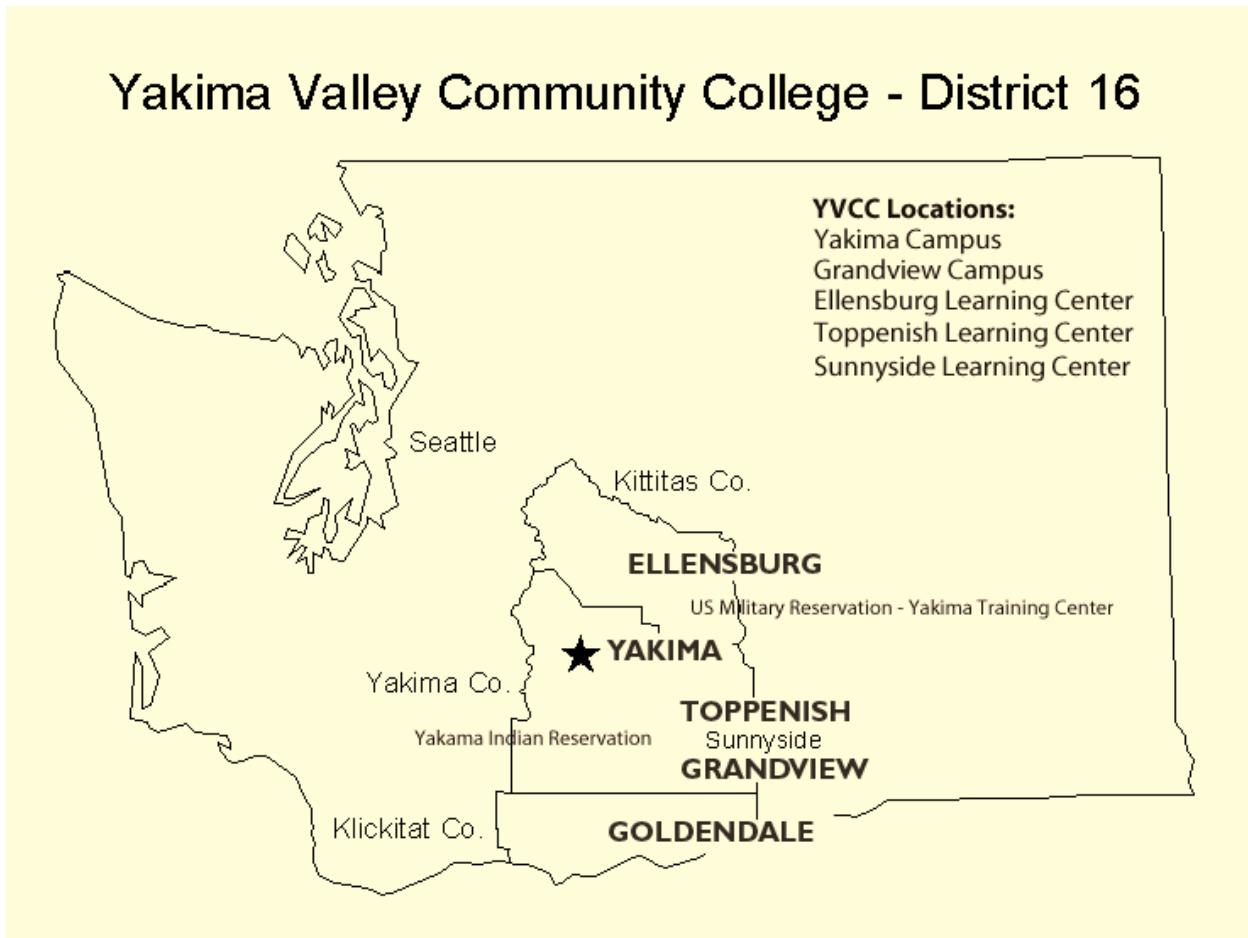
APPENDIX

PREPARED FOR THE NORTHWEST COMMISSION
ON COLLEGES AND UNIVERSITIES

Appendix A

Map of Service District

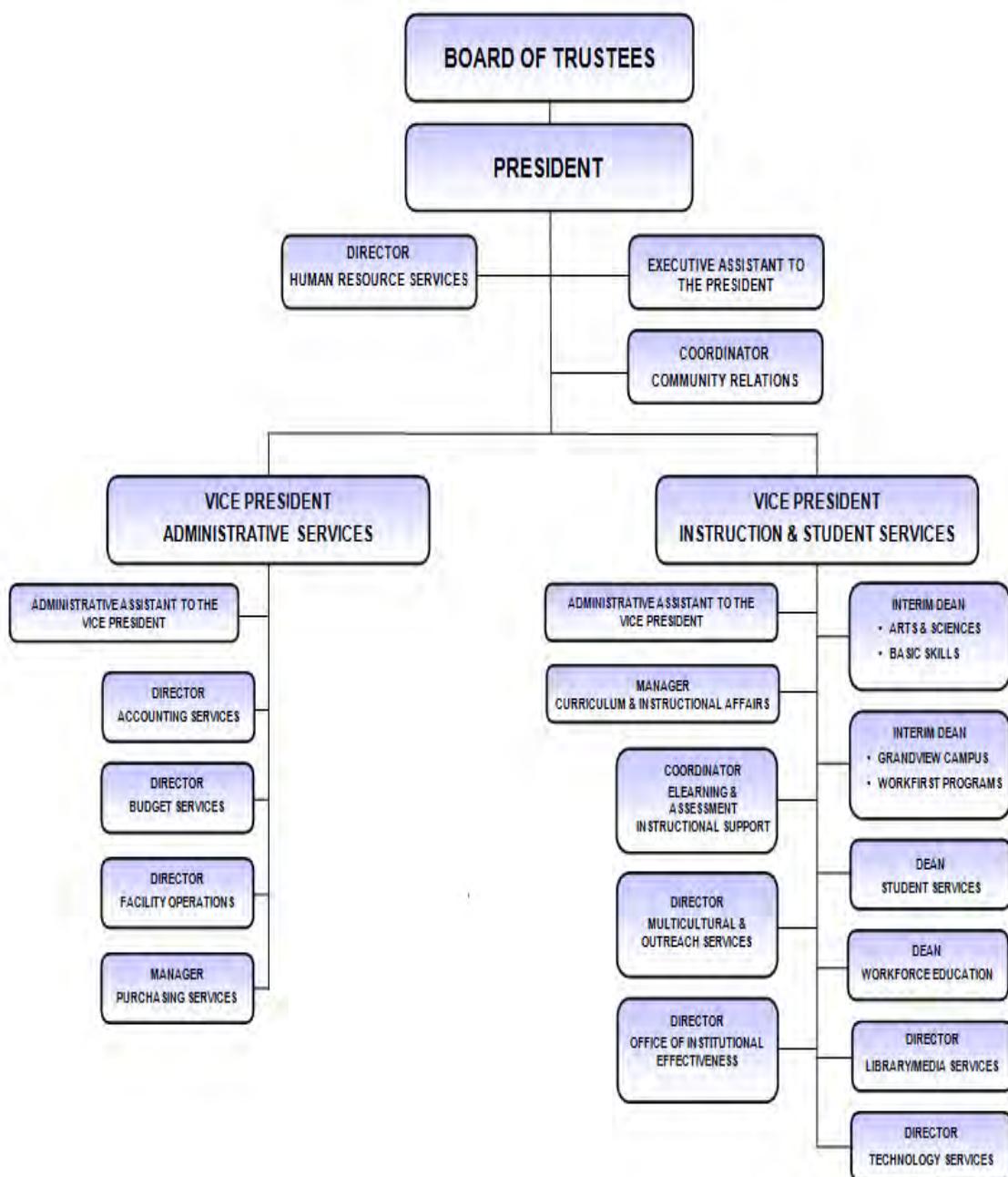
A map of Washington State is provided to give a geographical perspective of YVCC's location in the state as well as displaying the sizeable area of its service district. In addition, the map demonstrates the distance between the main campus, branch campus, and learning centers.



Appendix B

YVCC Organizational Chart

YVCC's organizational chart illustrates YVCC's structure and the relationships and relative ranks of its components and positions.



Appendix C

NWCCU Accreditation Letter

On February 1, 2012 YVCC received a letter from NWCCU that reaffirmed accreditation on the basis of the Fall 2011 Comprehensive Evaluation. The letter also describes four commendations and two recommendations.

RECEIVED
FEB 07 2012



VICE PRESIDENT
INSTRUCTION / STUDENT SERVICES

8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

February 1, 2012

Dr. Linda J. Kaminski
President
Yakima Valley Community College
P.O. Box 22520
Yakima, WA 98907-2520

Linda
Dear President Kaminski:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Yakima Valley Community College has been reaffirmed on the basis of the Fall 2011 Comprehensive Evaluation. Congratulations on receiving this recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. In the case of Yakima Valley Community College, the Commission requests that the institution expand its Fall 2014 Year Three Self-Evaluation Report to address Recommendations 1 and 2 of the Fall 2011 Comprehensive Peer-Evaluation Report. A copy of the Recommendations is enclosed for your reference.

In making this request, the Commission finds that Recommendations 1 and 2 of the Fall 2011 Comprehensive Peer-Evaluation Report are areas where Yakima Valley Community College is substantially in compliance with Commission criteria for accreditation, but in need of improvement.

The Commission commends the College on its Facilities Master Plan and its execution in which facilities renovation, building, and acquisition of property has been planned with student use as a priority. In addition, the Commission finds laudable the College's commitment to ensuring accurate placement of students and to providing instructional resources to support the success of students at pre-college and developmental levels, especially in mathematics and English. Moreover, the Commission commends the College for its broad participation in the comprehensive self-study from core theme generation to final publication and communication of results to the campus community which was very engaged, knowledgeable regarding core themes, and appears to have internalized the process. Lastly, the Commission applauds the College for its proactive response to the changing nature of its service region demographics and for embracing the diverse communities it serves.

If you have any questions, please do not hesitate to contact me.

Best wishes for a rewarding academic year.

Sincerely,

A handwritten signature in cursive ink, appearing to read "Sandra E. Elman".
Sandra E. Elman
President

SEE:rb

Enclosures: Recommendations

cc: Mr. Tomas Ybarra, Vice President for Instruction and Student Services ✓
Ms. Lisa Parker, Board Chair
Mr. Charles Earl, Executive Director, WA State Board for Community & Technical Colleges

Comprehensive Peer-Evaluation Report
Fall 2011
Yakima Valley Community College
Recommendations

1. While recognizing efforts to allocate resources to instruction in support of the primary mission of the College, the evaluation committee is concerned that the College maintains a sufficient number of qualified personnel to sustain effective leadership, management, and student services (Standard 2.A.11).
2. In a review of evidence provided, there is inconsistency in the existence of course and program learning outcomes. The committee recommends that in cases where course and program level outcomes exist, they be consistently communicated and published (Standard 2.C.1, 2.C.2, and 2.D.5.d).

Appendix D

2012 Core Theme One Report

The Core Theme One Report was developed after the June 2012 Administrative Retreat to summarize trends, progress and plans at meeting “Community” objectives. This report was provided to YVCC’s Board of Trustees at their annual Summer Retreat during which they reviewed data related to this core theme and approved priority activities.

Yakima Valley Community College 2012 Core Theme One Report

CORE THEME ONE: Community

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

Objective 1: Promote a college-going culture in the service district.

Indicator 1.1.a: Maintain dual enrollment programs and track the number of dually enrolled students who matriculate to YVCC.

Table 1: Running Start Enrollment and Matriculation

Academic Year	Enrollment	Eligible to Matriculate	Matriculated within One Year	Matriculation Percentage
2008-09	368	26	25	96.2%
2009-10	359	61	46	75.4%
2010-11	367	50		

- As of fall 2012, running Start is the predominant dual enrollment program. YVCC's Professional technical programs may have specific agreements with high schools for accepting courses.
- Running Start enrollment has remained steady; benchmark is 350 students per year. The number of students eligible to matriculate has increased, which may explain the lower matriculation percentage for the 2009-10 AY. Missing data will be updated when available.
- Benchmark: ≥ 350 Running Start students enrolled annually.

Indicator 1.1.b: Participation of school district students and personnel in YVCC activities.

Table 2: Participation numbers

Academic Year	Tours at YVCC	Middle Schools	Community Events	Presentations & College Fairs at High Schools	Parents	Schools	Teachers	Total Contacts
2008-09	2782	490	4743	6082				14097
2009-10	2292	210	4644	2512	1430	64	524	11676
2010-11	3308	235	4049	2857	750	59	391	11619

Source: Office of College Outreach and Multi-Cultural Services

- The Office of College Outreach and Multi-Cultural Services works closely with local school districts to enhance partnerships and support students' transition to college. Funding for this effort has largely come from a Title V grant that is ending in September 2012, so it is anticipated that there will be fewer activities in 2012-13 and thus fewer contacts.
- Benchmark: Maintain a variety of opportunities to participate in YVCC activities.

Indicator 1.1.c: Percent of high school graduates who matriculate to any postsecondary institution the following year.

Table 3: College matriculation rates of area graduates

Graduating Class	Total Graduates	Enrolled in YVCC		Enrolled Any Postsecondary	
2009	1880	444	24%	933	50%
2010	Available in September 2012				

Source: ERDC

Table 4: List of area high schools included in this analysis

High School	District
Compass High School	Grandview School District
Contract Learning Center	Grandview School District
Davis High School	Yakima School District
Eagle High School	Toppenish School District
East Valley High School	East Valley School District
Eisenhower High School	Yakima School District
Grandview High School	Grandview School District
Granger High School	Granger School District
Highland High School	Highland School District
Mabton Sr High School	Mabton School District
Stanton Alternative School	Yakima School District
Sunnyside High School	Sunnyside School District
Toppenish High School	Toppenish School District
Wapato High School	Wapato School District
Zillah High School	Zillah School District

- Most recent data indicate that 24% of recent high school graduates enroll at YVCC.
- Benchmark: ≥30% matriculation rate to YVCC.

Objective 1.2: Contribute to the work skills and educational levels of YVCC's communities.

Indicator 1.2.a: Number of GED testers who complete the GED test annually.

Table 5: GED testers and completers at YVCC campuses

Calendar Year	Number of Testers	Number of Completers	% Completing
2002	896	456	50%
2003	960	489	50%
2004	1100	535	49%
2005	1134	618	55%
2006	1222	611	50%
2007	1205	623	52%
2008	1321	703	53%
2009	1272	707	57%
2010	1417	850	60%
2011	1305	815	62%

Source: Skye Field, Testing Coordinator

- Each year, YVCC provides services to increase the number of citizens who have a GED, making them more employable and/or able to further their education into postsecondary institutions.
- Benchmark: ≥800 GED completers annually.

Indicator 1.2.b: College Alternative Programs (CAPS) for high school drop-outs.

Table 6: CAPS agreements and students served annually

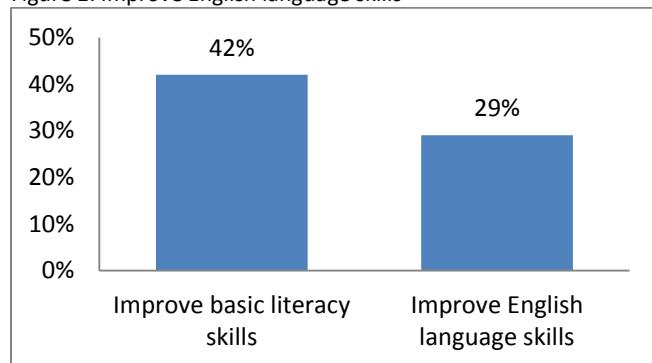
Academic Year	District Agreements	Students Served
2010-11	4	669
2011-12	5	

Source: Dean of Basic Skills

- A high number of students were served in 2010-11.
- Benchmark: \geq four agreements in place each year and serve to capacity.

Indicator 1.2.c: Number and percent of students who earn the goal of improving English language and basic literacy skills.

Figure 1: Improve English language skills



Source: WABERS

- Benchmark: \geq 50% for both English language and basic literacy goal.

Indicator 1.2.d: Percent of professional/technical students employed in their field of study after graduating.

Table 7: Percent of prof/tech students employed in their field of study nine months after graduating from YVCC

Class of...	Percent
2008-09	82%
2009-10	76%
2010-11	

Source: SBCTC Academic Year Report

- This indicator can be influenced by changes in the economy.
- Benchmark: \geq 80%.

Indicator 1.2.e: Number of certificates/degrees awarded.

Table 8: Number of certificates and degrees awarded annually

	04-05	05-06	06-07	07-08	08-09	09-10	10-11
AA & AAS	630	671	671	642	660	649	669
Certificates	188	204	194	197	195	233	169
Total	818	875	865	839	855	882	838

Source: SBCTC Academic Year Report

- Benchmark: ≥800 total credentials awarded each year.

Indicator 1.2.f: Value-added of students earning credits.

- In 2011, YVCC hired the consultants from Economic Modeling Specialists, Inc. (EMSI) to perform an analysis of the economic contribution of the college. Under the category of Student Productivity Effect, the analysis showed that the net contribution to the regional income is \$123.4 million.
- Benchmark: conduct another analysis in ten years and ensure that the contribution increases.

Indicator 1.2.g: YVCC employee participation in professional development.

- Baseline condition is that there is a varied process for gathering data regarding professional development. A consistent institutional process will be developed in the coming years.
- Benchmark: ≥50% of employees engage in some form of professional development.

Indicator 1.2.h: YVCC employee perception.

Table 9: Overall employee satisfaction

	YVCC	National Norm	Difference
2009	3.70	3.61	.09
2010	Did not participate		

Source: Personal Assessment of the College Environment (PACE) Survey

- Benchmark: ≥national norm.

Indicator 1.2.i: Utilization of the library by the public.

Table 10: Number of people accessing the library at YVCC

Academic Year	Count
2008-09	
2009-10	
2010-11	

Source: Director of Library Services

- These data will be assembled by the Director of Library Services and integrated into this document in 2012-13.
- Benchmark: To be set in 2012-13.

Objective 1.3: Create and maintain partnerships with stakeholders to help shape program curriculum and services.

Indicator 1.3.a: Advisory Board in compliance with SBCTC and federal guidelines.

- The Workforce Education Division keeps minutes and reports regarding compliance.
- Benchmark : 100% in compliance.

Indicator 1.3.b: Partnerships and agreements with businesses and organizations fulfilled.

- Baseline documentation to be developed by WED Dean.

- Benchmark: 100% of agreements are fulfilled.

Indicator 1.3.c: Articulations and agreements with other educational institutions updated and fulfilled.

- Baseline to be developed by Deans.
- Benchmark: 100% updated and fulfilled.

Indicator 1.3.d: Data sharing agreements with P-12 school districts.

Table 11: Data Sharing Agreements

Data Sharing Agreements Completed	Data Sharing Agreements Pending
Granger	Sunnyside
Mabton	Toppenish
Wapato	East Valley
Zillah	Highland
Naches	Mt. Adams
Selah	
West Valley	
Yakima	
Grandview	

Source: Office of Institutional Effectiveness

- This indicator helps YVCC to better understand the course taking and success patterns that lead to college enrollment and success and encourage high school students to prepare for entrance into post-secondary education. This includes all districts listed above.
- Benchmark: All districts in YVCC's service district participate.

Objective 1.4: Secure and be good stewards of resources and facilities.

Indicator 1.4.a: FTE bands.

Table 12: FTE allocation vs. actual and percentage difference

Academic Year	Allocation	Actual	Percent Difference
2008-09	4023	4237	+5%
2009-10	4021	4446	+11%
2010-11	4059	4417	+9%
2011-12	4021	4316	+7%

Source: SBCTC Allocation Monitoring Reports

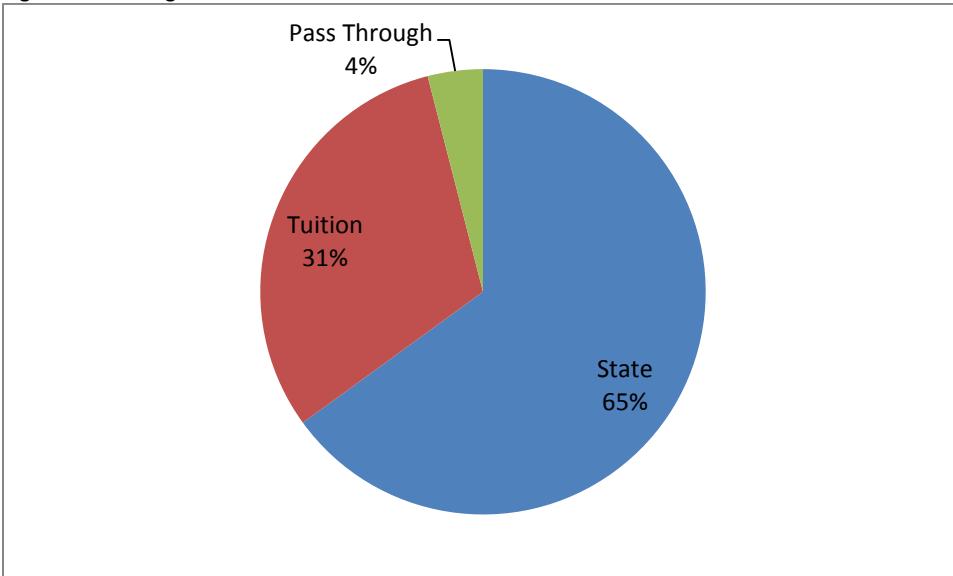
- For the last three years, we have exceeded the allocation.
- Benchmark: meet or exceed FTE bands.

Indicator 1.4.b: Institutional audits.

- Baseline condition is that there are no significant findings.
- Benchmark: 100% no significant findings.

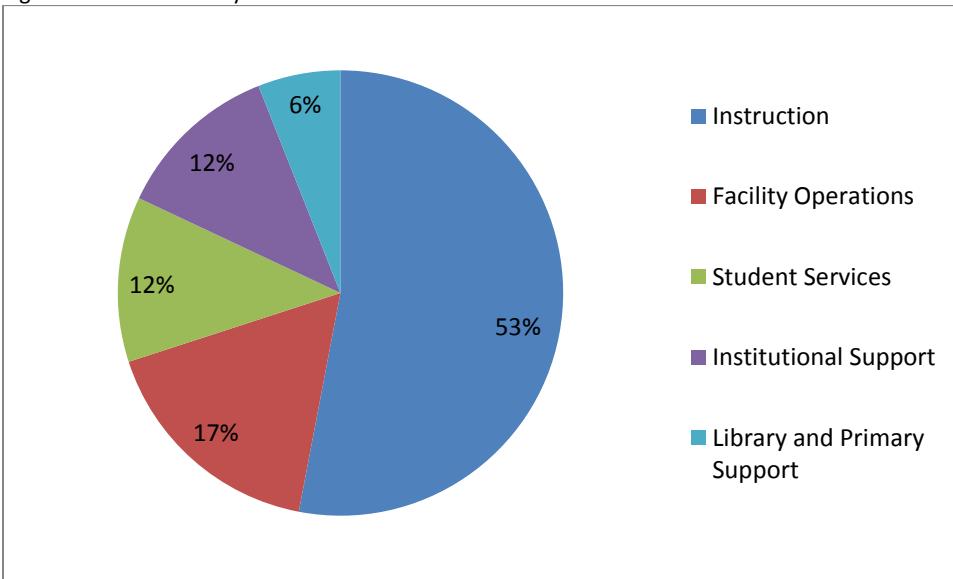
Indicator 1.4.c: Operating budget detail.

Figure 2: Funding allocation



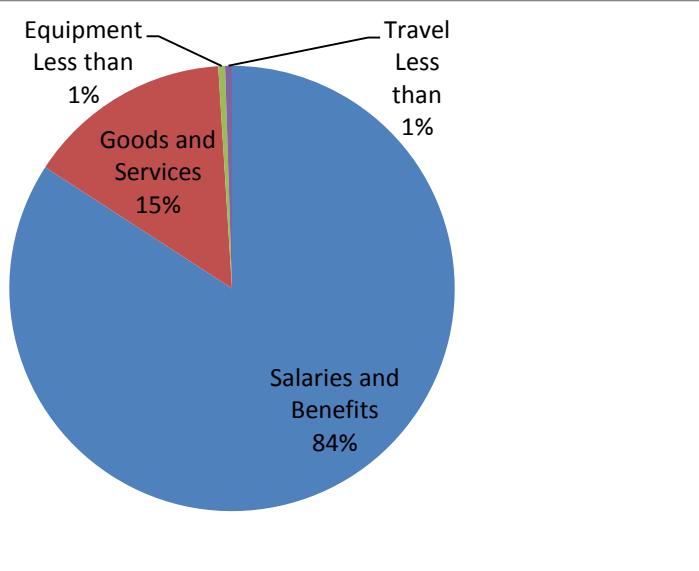
Source: Convocation PowerPoint

Figure 3: Distribution by service



Source: Convocation PowerPoint

Figure 4: Distribution by category

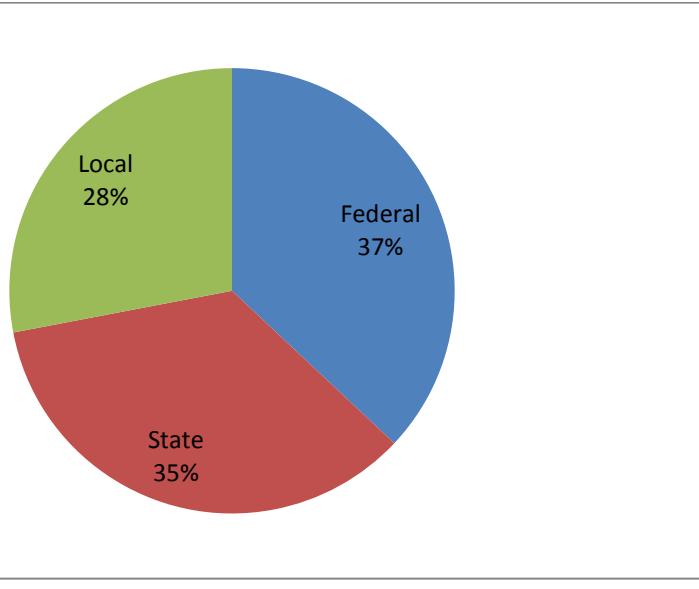


Source: Convocation PowerPoint

- The budget for 2010-11 was \$24,252, 130.
- Benchmark: Monitor proportions and adjust appropriately.

Indicator 1.4.d: Grants and Contracts

Figure 5: Distribution by source



Source: Convocation PowerPoint

- Grants and contracts come from three sources of funds: local, federal, and state. The proportions are very similar to each other.
- Benchmark: Keep similar proportions and not lose funding in any one area.

Indicator 1.4.e: Capital projects completed.

- Baseline condition is three completed projects and seven completed repair projects.
- Benchmark: Projects completed as scheduled.

Indicator 1.4.f: Clery Act statistics.

- In 2010-11, there were 13 reported incidents. Security cameras have been installed as a strategy to deter criminal activity and/or apprehend perpetrators.
- Benchmark: Reduce number of incidents, preferably to zero.

Indicator 1.4.g: Facilities management.

- Energy efficiency savings of 21%; 95% of scheduled preventative maintenance performed; 85% of work requests completed; 100% ADA compliance.
- Benchmark: Scheduled maintenance performed and work request completed; 100% ADA compliance.

Indicator 1.4.h: Technology management.

- Benchmark: 100% of student computing resources updated on a three year cycle and computer lab access sufficient to meet needs of students as measured by total hours open and schedule.

Indicator 1.4.i: Perception of physical grounds.

- Baseline survey data indicate that 97% of students report that YVCC grounds are attractive and well-kept.
- Benchmark: ≥95%.

Appendix E

2012 Core Theme Two Report

The Core Theme Two Report was developed after the June 2012 Administrative Retreat to summarize trends, progress and plans at meeting “Access” objectives. This report was provided to YVCC’s Board of Trustees at their annual Summer Retreat during which they reviewed data related to this core theme and approved priority activities.

Yakima Valley Community College 2012 Core Theme Two Report

CORE THEME TWO: Access

YVCC strives to provide access to our diverse community. YVCC encourages and supports our community members' participation in services and educational programs.

Objective 2.1: Provide opportunities for access through location, scheduling, and delivery methods.

Indicator 2.1.a: Enrollment services

- Students are able to access enrollment services through a variety of methods such as face to face and online.
- Benchmark: Availability through a variety of methods and hours.

Indicator 2.1.b: Financial aid

- Revision of several procedures, including implementing new electronic reports, has dramatically reduced reliance on individual student files and decreased time to awards.
- Benchmark: Process 90% or more of financial aid applications received for Fall Quarter by September 1st of each year.

Indicator 2.1.c: Courses available in a variety of formats.

Table 22: Course delivery methods and counts

Mode of Instruction	2010-11	
Face to Face Class	1846	66%
ITV	64	2%
Online	265	10%
Hybrid	191	7%
Web Enhanced	423	15%
Total	2789	100%

Source: SSRS Report – Classes by Teaching Modality on OIE website

- Most classes at YVCC are taught strictly face-to-face. However, web enhanced and hybrid methods have grown in popularity and may increase even more in the coming years.
- Benchmark: Maintain offerings in five modalities: face to face, ITV, online, hybrid and web-enhanced.

Indicator 2.1.d: Number of two-year programs in which 50% or more of credits are offered at off-campus locations.

- The Grandview campus offers classes to students who live in the lower valley area of Yakima County. For the following two-year programs, 50% or more of the credits can be taken there (2010-11 Accreditation report):
 - Associate of Arts, DTA
 - Associate of Arts, Science Option
 - AAS – Accounting

- AAS – Administrative Assistant
- AAS – Agribusiness Management
- AAS – Business Management
- AAS – Criminal Justice
- AAS – Early Childhood Education
- AAS – ECED Preschool Special Ed Option
- AAS – Food Technology
- AAS – Medical Assisting
- AAS – Medical Billing and Coding
- AAS – Para-Educator
- AAS – Production/Pest Management
- AAS – Vineyard Technology
- AAS – Winery Technology

- For the following certificate programs, 50% or more of the credits can be taken at the Grandview campus:
 - Business Accounting
 - ECE Infant/Toddler Instructional Assistant Certificate
 - ECE Instructional Assistant Certificate
 - ECE Preschool SPED Instructional Certificate
 - ECE Voc. Preschool Teacher Certificate
 - Business Management
 - Business Marketing
 - Retail Management Certificate
 - ECE Para-Educator Certificate
 - Wine Sales

Benchmark: Maintain and/or increase.

Indicator 2.1.e: Number of programs of 45 credits or more where at least 50% of credits are offered by distance education.

- AAS – Accounting
- AAS – Agribusiness Management
- AAS – Early Childhood Education
- AAS – ECED Preschool Special Ed Option
- AAS – Medical Assisting
- AAS – Medical Billing and Coding
- AAS – Para-Educator
- AAS – Surgical Technology
- Certificate – Medical Billing and Coding
- Certificate – Information Tech. General Certificate
- Certificate – Para-Educator
- Certificate – Pharmacy Technician
- Certificate – Medical Assisting

Benchmark: Maintain and/or increase.

Objective 2.2: Advise students into appropriate beginning schedules.

Indicator 2.2.a: Percent of students agreeing with initial placement.

Table 23: Satisfaction with placement

	2006	2007	2008	2009	2010	2011
English	51%	49%	48%	64%	66%	79%
Math	33%	29%	31%	45%	46%	62%

Source: Fall Student Survey

- Satisfaction with both math and English placement has increased significantly in recent years.
- Benchmark: $\geq 70\%$.

Indicator 2.2.b: First-time course success in English and math.

Table 24: Successful course pass rates of students taking the course for the first time.

	2009	2010	2011
English 70/090	82%	61%	74%
English 075/090T	77%	78%	74%
English 101	75%	79%	86%
Math 050	73%	79%	74%
Math 075	64%	61%	62%
Math 085	75%	74%	70%
Math 095	71%	64%	64%
Overall	75%	73%	75%

Source: DataWarehouse

- Pass rates range from 61-82%. Average pass rates are 75%.
- Benchmark: $\geq 75\%$.

Indicator 2.2.c: Participation in New Student Orientation.

Table 25: Percent of new students participating in orientation

Quarter/Year	Percent
Fall 2008	83%
Fall 2009	85%
Fall 2010	93%
Fall 2011	87%

Source: Admissions Database

- A high percentage of new students participate in the mandatory New Student Orientation.
- Benchmark: $\geq 90\%$.

Indicator 2.2.d: Student satisfaction with New Student Orientation

Table 26: Percent of students reporting satisfaction with orientation

Year	Percent
2011	85%

Source: Fall Student Survey

- This is a high percentage; however, it does leave room for improvement. It may be time to conduct a comprehensive evaluation of New Student Orientation and make changes based on feedback.
- Benchmark: ≥85% on Annual Fall Survey; new tool to be developed Fall 2012.

Indicator 2.2.e: Percent of incoming students enrolling in English and/or math their first quarter.

Table 27: Percent of incoming students enrolling in English and/or math their first quarter

	Fall 2009	Fall 2010	Fall 2011
English	28%	32%	19%
Math	36%	45%	47%

Source: DataWarehouse

- The percent of students enrolling English their first quarter is low, and is surprisingly lower than math. The percentage for math enrollment has been increasing.
- Benchmark: ≥50% for both math and English.

Indicator 2.2.f: Counseling and advising for potential YVCC students.

- These services are predominately provided by the Counseling and Advising Center during drop-in hours and via email.
- Need to collect baseline data from the Counseling/Advising Center
- Benchmark: Maintain opportunities for potential students to meet with an advisor.

Objective 2.3: Ensure that enrollment in YVCC's services and programs is representative of the community's population and demographic.

Indicator 2.3.a: Demographic of college-going population compared to community population.

Table 28: Comparison of community vs. college-going population

	United States	Washington	Yakima County	YVCC Total Headcount	YVCC-Taking College Courses	YVCC-Taking ABE or ABESL Courses Only
White	63.7%	72.5%	47.7%	41.2%	49.6%	18.8%
Latino/Hispanic	16.3%	11.2%	45%	49.7%	41.3%	71.9%
Asian/Pac. Islander	4.8%	7.2%	1.2%	1.7%	1.8%	1.4%
Native American	0.9%	1.5%	3.9%	4.4%	3.9%	5.6%
African American	12.6%	3.6%	0.9%	1.4%	1.6%	1.0%
Other or Missing	1.7%	4.0%	1.3%	1.6%	1.8%	1.3%

Source: US Census Bureau, DataWarehouse

- The YVCC student population is comprised of slightly higher percentages of students of color than the surrounding area. The ABE/ESL program population has significantly higher percentages of

Hispanic students, a reflection the need for English as a Second Language instruction by a significant percentage of the Yakima County population.

- Benchmark: Maintain proportionality between the YVCC student population and the community population.

Indicator 2.3.b: Needy student percentage compared to national threshold.

Table 29: Needy student percentage at YVCC compared to national average

	Percent of YVCC students receiving need-based assistance	National Average	Above or Below Average
Fall 2011	53%	32%	+20%

Source: Title V Eligibility Spreadsheet

- This indicator supports access to financial aid for the most needy students at YVCC.
- Benchmark: Meet or exceed national average since YVCC's service district is a high poverty area.

Indicator 2.3.c: Non-traditional enrollment for workforce programs.

- This varies annually by program and can be found in program self-studies.
- Benchmark: Meet or exceed non-traditional enrollment targets.

Objective 2.4: Monitor the costs associated with college attendance and provide a variety of financial assistance to eligible students.

Indicator 2.4.a: Cost per professional/technical program reported per Gainful Employment Regulations.

- Mandatory reporting began in the 2011-12 academic year. YVCC was required to report on the 21 programs: accounting, bilingual office assistant, business management, business marketing, chemical dependency studies, dental assisting, drafting, general office assistant, information technology computer user, information technology general, information technology office suite, medical billing, medical transcription, office clerk, practical nursing, pharmacy technician, retail management, and tree fruit production, vineyard technology, winery technology, and word processing.
- Information about the costs of comparable programs is being gathered from other college websites.
- Benchmark: Similar costs for similar programs.

Indicator 2.4.b: Cost per student as calculated for Title III or Title V eligibility.

Table 31: Cost per student

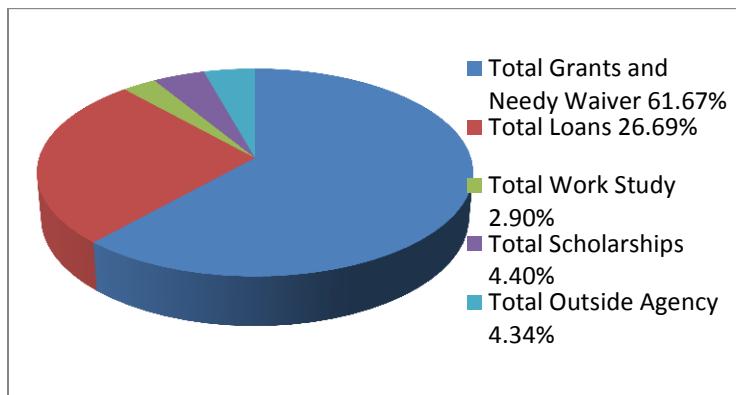
	Cost per student at YVCC	National Average for Similar Institutions	Above or Below Average
Fall 2011	\$10,695	\$10,785	-\$90

Source: Title V Eligibility Spreadsheet

- This indicator is about monitoring eligibility for federal grants that support institutional improvements for community colleges serving the neediest populations. YVCC has met the eligibility requirement since 2000.
- Benchmark: Costs per student are below the national average for community colleges.

Indicator 2.4.c: Financial Assistance.

- In 2011, \$24,611,564 was provided to students from 14 different sources: federal grants, federal loans, private loans, federal work study, state work study, state grants, YVCC grants, YVCC needy waivers, state scholarships, private scholarships, athletic scholarships, foundation scholarships, federal scholarships, and agency funds.



- Benchmark: Manage 14 different financial assistance programs including grants, loans, work study, scholarships and partnerships with outside agencies.

Appendix F

2012 Core Theme Three Report

The Core Theme Three Report was developed after the June 2012 Administrative Retreat to summarize trends, progress and plans at meeting “Success” objectives. This report was provided to YVCC’s Board of Trustees at their annual Summer Retreat during which they reviewed data related to this core theme and approved priority activities.

Yakima Valley Community College 2012 Core Theme Three Report

CORE THEME THREE: Success

YVCC's learning-centered environment focuses on its diverse students, providing a foundation for lifelong learning and enabling the achievement of educational goals.

Objective 3.1: Provide services to support student achievement.

Indicator 3.1.a: Technology access and utilization by students.

- Computer lab access and availability statistics to be provided by IT
- YVCC's IT Department has recently added analytic tools that will enable it to track usage of computer labs and wireless services and compare trends in usage that can guide future offerings.
- Benchmark: Provide adequate services based on current access and utilization data.

Indicator 3.1.b: Library/Media resources access and utilization.

- Library/media access and availability statistics to be provided by Library/Media Services
- Benchmark: Maintain physical and virtual access to library resources for students at both the Yakima and Grandview campus and at other YVCC educational sites.

Indicator 3.1.c: Academic support centers access and utilization.

- Academic support centers access and availability statistics to be provided by the centers
- Benchmark: Maintain current support centers and adjust hours for day and evening services as utilization indicates.

Indicator 3.1.d: Disability support services access and utilization.

- DSS access and availability statistics to be provided by Associate Dean
- Benchmark: 100% of those requesting services and who are eligible receive services.

Indicator 3.1.e: Counseling and advising center access and utilization.

- Counseling and advising center access and availability statistics to be provided by Student Services
- Benchmark: Maintain availability in tandem with other student services, providing both individual appointments and drop in hours. Additional benchmarks to be developed as part of the advising program revisions 2012-14.

Indicator 3.1.f: Student Satisfaction with support services.

Table 32: Student satisfaction with support services

Service	%
Instructor Office Hours	94%
Writing Center	90%

Math Center	92%
Tutoring Center	92%
Counseling and Advising Center	85%
Admissions/Registration Office	92%
Financial Aid Office	82%
Computer Lab	98%
New Student Orientation	85%
Library/Media Services	97%
Clubs or Campus Activities	89%
Disability Support Services	83%
Security	87%
Speech Center	88%
Fitness Center	94%
College Outreach and Multicultural Services Center	89%

Source: 2011 Fall Student Survey

- The vast majority of students are satisfied or very satisfied with support services (82% or higher). Students are most satisfied with the Computer Labs (98%), Library/Media (97%), Instructor Office Hours (94%) and the Fitness Center (94%). Least satisfaction was reported with the Financial Aid Office (82%), Disability Support Services (83%), and a tie between Counseling and Advising Center and New Student Orientation (85%).
- Benchmark: ≥85%.

Indicator 3.1.g: Student reported availability, interaction, and satisfaction with advisors.

Table 33: Student reported availability and interaction with advisor

Survey Question	2011
I know who my assigned advisor is	83%
My assigned advisor has been available during scheduled office hours or appointments	85%
I have discussed my academic/educational goals with my assigned advisor	55%

Source: Fall Student Survey

Table 34: Student rating of advising assistance

Survey Question	As of 11-23-2011
My advisor was reliable and helped me in achieving my educational goals	73%

Source: Graduation Survey

- It appears that most students (over 80%) know who their advisor is and that he/she is available when expected. However, only 55% report discussing their goals with their advisor. Follow up is needed to discover why this rate is so low. A rate of 73% on the reliability of their advisor and helpfulness as indicated by graduates could be improved.
- Benchmark: ≥80% for all questions.

Indicator 3.1.h: Use of and satisfaction with online advising tools.

- As this is a new area of emphasis in 2012-13, baseline data will be collected during that time.

- Benchmark: 80% of students utilize degree audit and/or the financial aid portal; 80%+ report satisfaction with tools on Annual Fall Survey.

Indicator 3.1.i: Percentage of enrolled students seen by advisors annually.

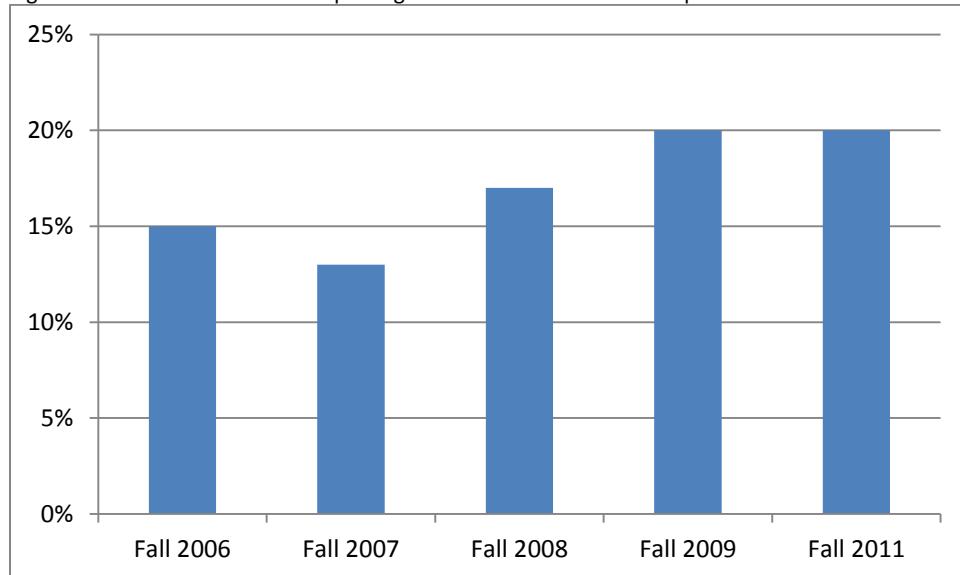
- Benchmark: To be set in 2013.

Indicator 3.1.j: Access to technology.

- Currently both the Yakima and Grandview campuses provide wireless access, computer labs, smart classrooms; additional technology is available for checking out through the Library/Media Services. Analytics were applied to technology services in August 2012 and will enable the college to better monitor and track access by type of technology service.
- Benchmark: Maintain student computer labs at all YVCC learning centers and campuses with day, evening, and weekend hours as supported by student use and interest and as resources allow; provide wireless access on campuses.

Indicator 3.1.k: Student membership in clubs or campus activities.

Figure 35: Percent of students reporting involvement in clubs or campus activities



Source: Fall Student Survey

- Student involvement in clubs or campus activities has been increasing in recent years. YVCC is a commuter school which makes it difficult for students to stay on campus after classes are over.
- Benchmark: ≥15%.

Indicator 3.1.l: eLearning support.

- YVCC offers eLearning support via web-based orientations, the Technology Services Helpdesk, online learning platforms (we are in the process of changing over from WEBCT to Canvas), and the efforts of individual instructors on their websites and through their courses. YVCC is cataloging efforts with the goal of setting a baseline from which to measure improved efforts.

- Benchmark: To be set in 2013.

Objective 3.2: Students successfully complete courses.

Indicator 3.2.a: Course completion with a C or better disaggregated by race/ethnicity.

Table 36: Course completion rates in transfer and workforce classes disaggregated by race/ethnicity

	2008-09	2009-10	2010-11
All	77.9%	79.0%	77.6%
African American	66.9%	63.8%	60.3%
Asian/Pacific Islander	77.2%	75.8%	79.4%
Latino/Hispanic	74.6%	76.8%	76.2%
Native American	70.1%	70.6%	76.2%
Other Race	80.6%	78.5%	70.9%
White	80.5%	81.3%	79.2%

Source: DataWarehouse

- Course completion rates range from 78% to 80% for the overall population, which is a very good rate. African American students complete at lower rates than other ethnic groups.
- Benchmark: ≥80% overall with reduced gaps.

Indicator 3.2.b: Credits attempted vs. completed disaggregated by race/ethnicity.

Table 37: Credits attempted vs. completed

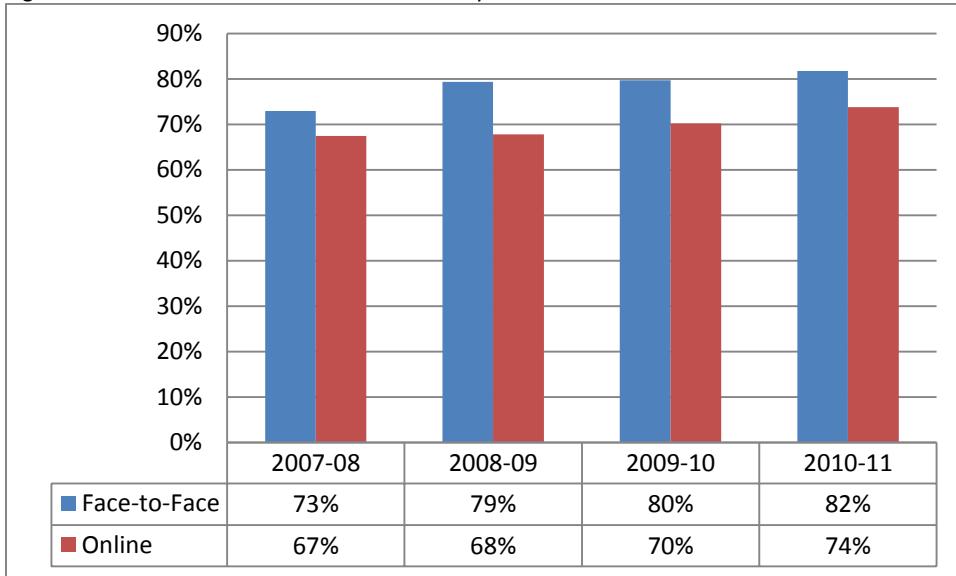
Ethnicity	2008-09	2009-10	2010-11			
All	75%	Gap	72%	Gap	76%	Gap
African American	59%	-16%	53%	-19%	64%	-12%
Asian/Pacific Islander	80%	5%	60%	-12%	74%	-2%
International Student	46%	-29%	89%	17%	78%	2%
Latino/Hispanic	70%	-5%	71%	-1%	72%	-4%
Native American	75%	0%	71%	-1%	77%	1%
Other Race	64%	-11%	73%	1%	67%	-9%
White	78%	3%	74%	2%	79%	3%

Source: DataWarehouse

- African American students complete credits successfully at much lower rates than other ethnic groups. There is no gap for White students and a 4% gap for Latino/Hispanic students.
- Benchmark: : ≥80% overall with reduced gaps.

Indicator 3.2.c: Student success by modality.

Figure 38: Face-to-face vs. online course delivery success rates

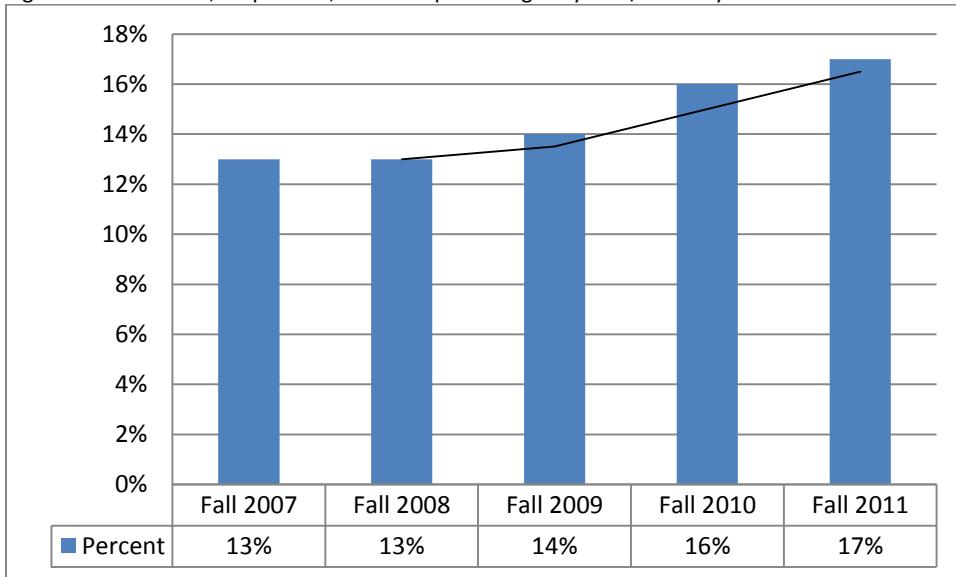


Source: DataWarehouse

- Current data (2010-11) reveal that students continue to perform better in face-to-face versions of classes.
- Benchmark: Students successfully complete both modalities at the same rate.

Indicator 3.2.d: Percentage of students on academic probation, suspension, or dismissal disaggregated by race/ethnicity.

Figure 39: Probation, suspension, dismissal percentages by race/ethnicity



Source: CIS

- Despite Academic Early Warning efforts, rates of academic probation have continued to rise. White students are the only group with no gap. African American students have the largest achievement gap. More analyses need to be done to address this issue.
- Benchmark: Reverse this trend and strive for ≤10%.

Indicator 3.2.e: Student perception of instructors and staff

Table 40: Student perception of instructors as reported on fall survey

Survey Questions	2009	2010	2011
YVCC Instructors and staff treat me with respect and courtesy.	98%	95%	95%
YVCC Instructors and staff provide adequate encouragement and support as I progress toward my education goals.	93%	92%	91%

Source: Fall Student Survey

- Students overwhelmingly report that they are treated with respect and provided appropriate encouragement and support towards reaching their goals.
- Benchmark: ≥90% positive.

Objective 3.3: Increase student momentum towards certificates and degrees and close achievement gaps.

Indicator 3.3.a: Fall to winter retention disaggregated by race/ethnicity.

Table 41: Retention rates for 3 year cohort averages

Race/Ethnicity	03 to 05	04 to 06	05 to 07	06 to 08	07 to 09	08 to 10
All	77%	76%	77%	79%	80%	81%
White	78%	77%	78%	80%	81%	81%
Latino/Hispanic	76%	74%	76%	78%	79%	79%
African American	83%	83%	88%	90%	91%	95%
Native American	63%	65%	70%	77%	80%	78%
Asian	68%	76%	77%	79%	83%	86%
All Other	78%	76%	82%	76%	73%	66%

Source: DataWarehouse

- First quarter retention rates are the highest on record since 2003-05 average. Hispanic student retention from fall to winter remains strong. A significant finding in these analyses is that there is little to no gap in achievement between White and Hispanic students.
- Benchmark: ≥80% for all groups.

Indicator 3.3.b: Fall to fall retention rates disaggregated by race/ethnicity.

Table 42: Retention rates for 3 year cohort averages

Race/Ethnicity	03 to 05	04 to 06	05 to 07	06 to 08	07 to 09	08 to 10
All	51%	51%	52%	53%	52%	51%
White	52%	51%	52%	53%	52%	51%
Latino	52%	51%	54%	54%	53%	53%
African American	34%	44%	50%	48%	48%	44%

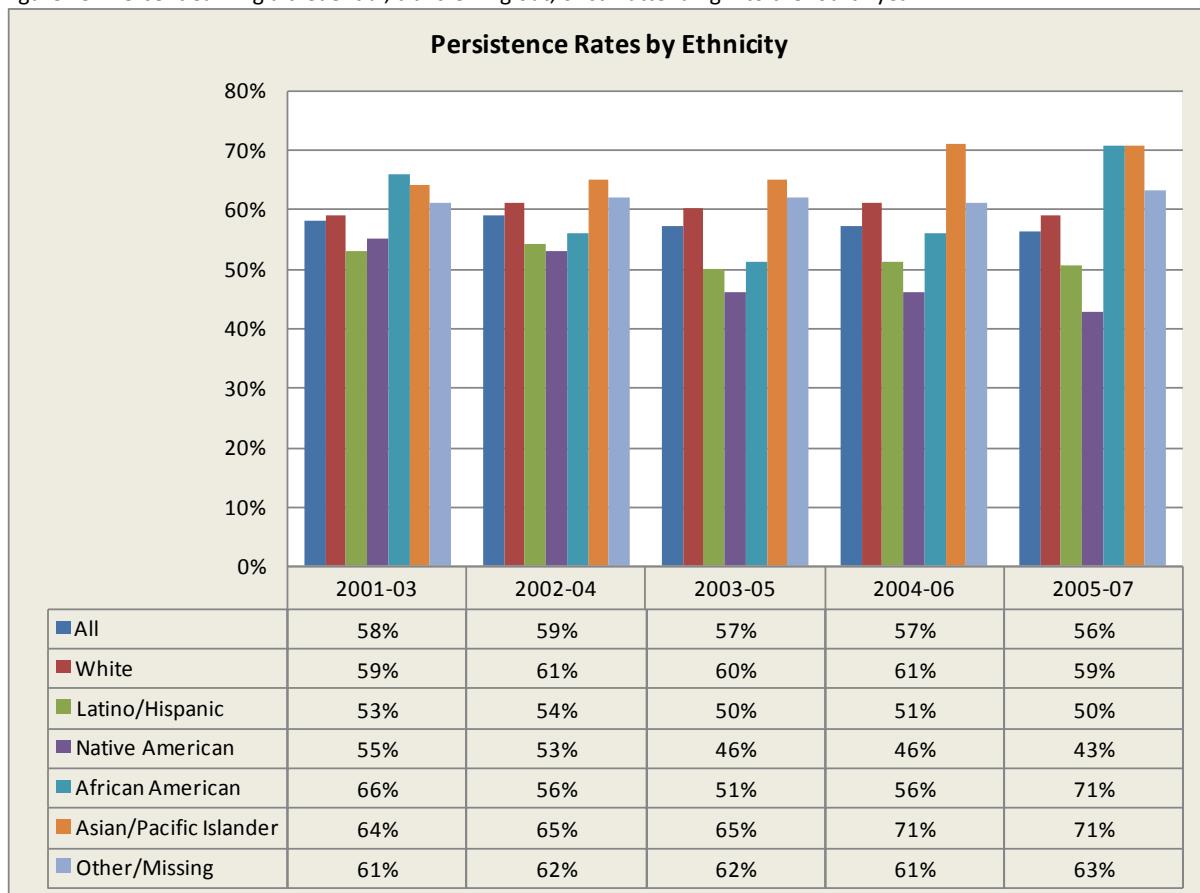
Native American	39%	43%	49%	48%	51%	46%
Asian	47%	54%	60%	62%	57%	60%
All Other	49%	54%	58%	52%	54%	47%

Source: DataWarehouse

- Fall to fall rates have remained relatively flat. A significant finding in these analyses is that there is little to no gap in achievement between White and Hispanic students.
- Benchmark: $\geq 55\%$ for all groups.

Indicator 3.3.c: Percent of students accounted for into the fourth year from initial enrollment.

Figure 43: Percent earning a credential, transferring out, or still attending into the fourth year

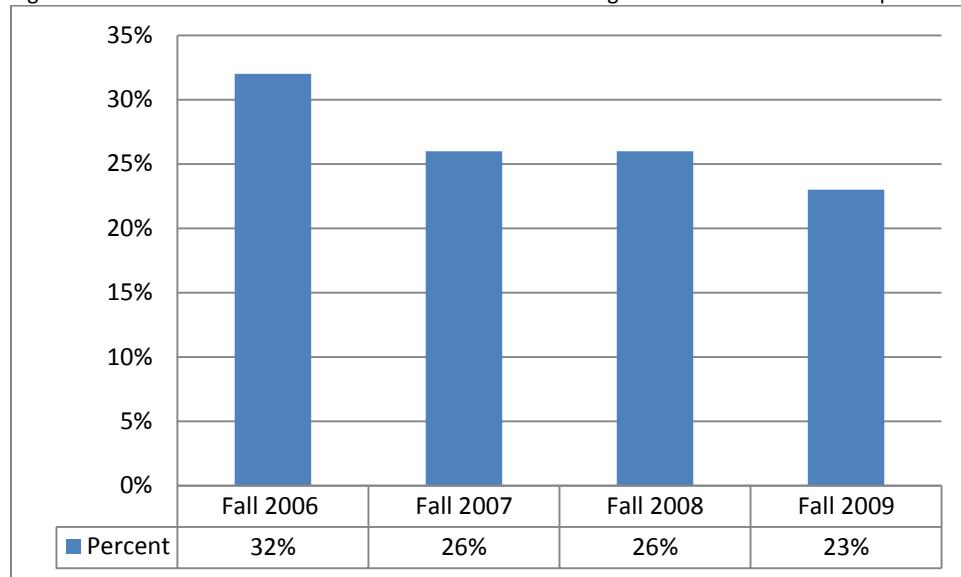


Source: DataWarehouse

- The percentages for Native American, African American, Asian/Pacific Islander, and Other should be interpreted with caution as the numbers are still relatively small. When comparing White and Latino students, White students persist at higher rates than Latinos.
- Benchmark: $\geq 60\%$.

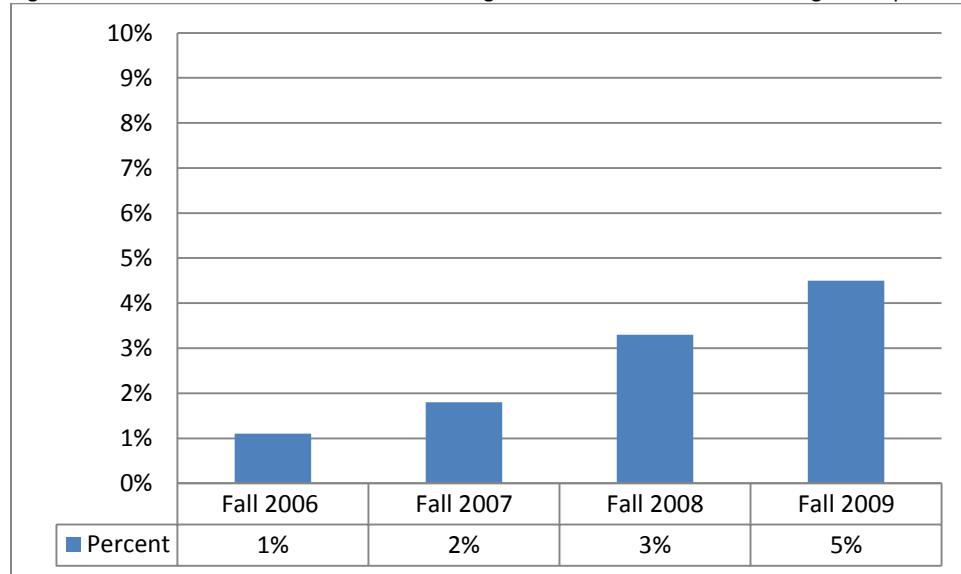
Indicator 3.3.d: Percent of students earning intermediate measures of success by the end of their second year.

Figure 44: Percent of transfer and workforce students earning intermediate measure of quantitative credit completion



Source: Student Achievement Initiative Cohort Analysis

Figure 45: Percent of basic skills students earning intermediate measure of earning developmental math and/or English credit

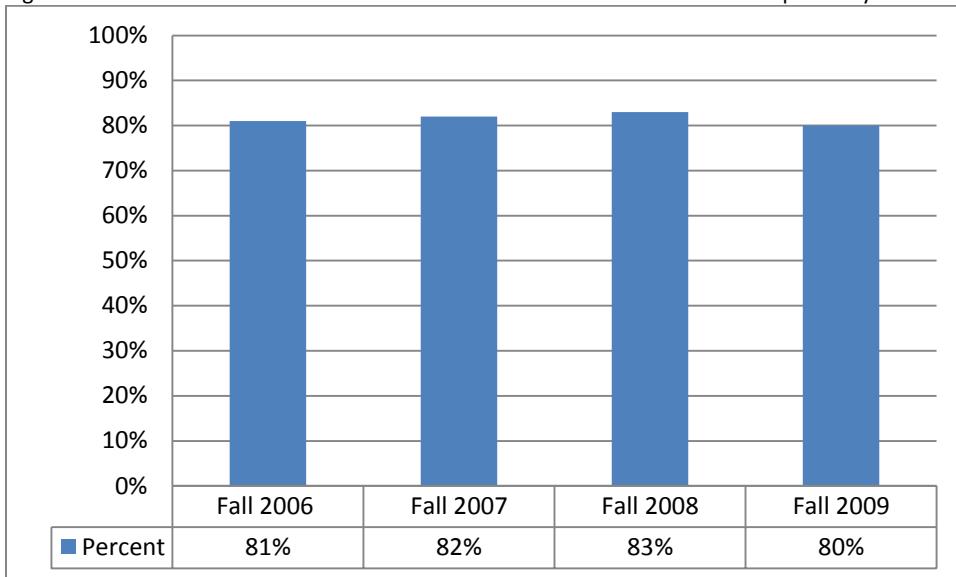


Source: Student Achievement Initiative Cohort Analysis

- The State Board for Community and Technical Colleges has set intermediate measure of success for transfer, workforce, and basic skills cohorts. For transfer and workforce, the percent earning a quantitative point has decreased. Earning a quantitative point is essential for earning certificates and degrees. For the basic skills cohort, completing developmental math and/or English shows transition out of basic skills and into the realm of college courses.
- Benchmark: Transfer and workforce – 35%; basic skills – 10%.

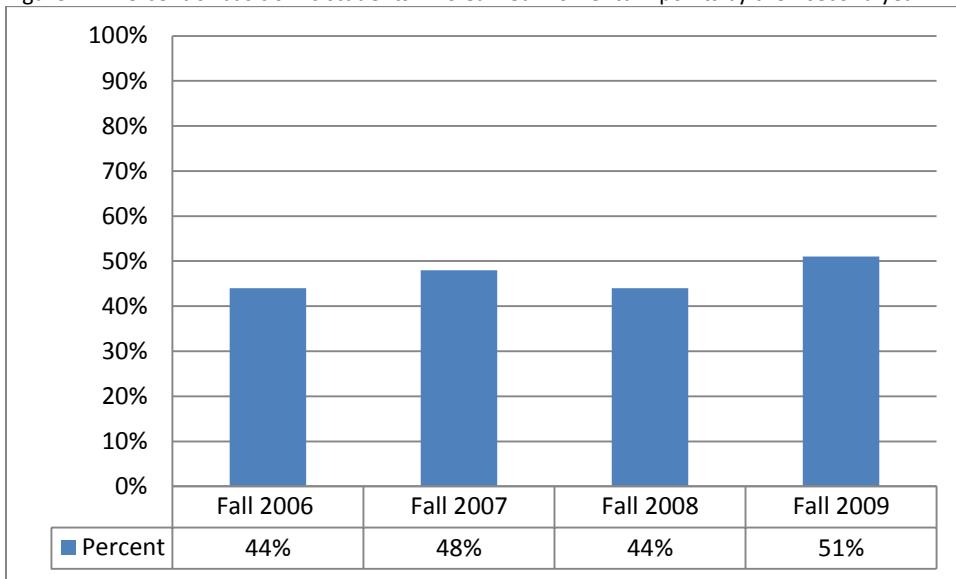
Indicator 3.3.e: Percent of students making momentum towards certificates and degrees.

Figure 46: Percent of transfer and workforce students who earned momentum points by their second year



Source: Student Achievement Cohorts Pivot Table

Figure 47: Percent of basic skills students who earned momentum points by their second year



Source: Student Achievement Cohorts Pivot Table

- Transfer and workforce students average about 80% making momentum as defined by earning points in various measures of success, while basic skills students have a much lower average momentum rate of 45%. However, it is up to 51% for the current cohort.
- Benchmark: Transfer and workforce – 80%; basic skills – 60%.

Indicator 3.3.f: Degree and certificate completion within three and six years disaggregated by race/ethnicity.

Table 48: Degree or certificate completion within three years (three year cohort rolling averages)

	01 thru 03	02 thru 04	03 thru 05	04 thru 06	05 thru 07	% Change
All	25%	25%	24%	23%	24%	-1%
White	28%	29%	29%	28%	28%	0%
Latino/Hispanic	20%	18%	16%	14%	16%	-4%
Native American	19%	16%	19%	17%	12%	-7%
African American	6%	4%	5%	11%	18%	12%
Asian/Pacific Islander	31%	32%	33%	42%	40%	9%
Other/Missing	28%	35%	29%	22%	21%	-7%

Source: DataWarehouse

Table 49: Degree or certificate completion within six years (three year cohort rolling averages)

	01 thru 03	02 thru 04	% Change
All	33%	33%	0%
White	35%	36%	1%
Latino/Hispanic	29%	28%	-1%
Native American	28%	28%	0%
African American	15%	10%	-5%
Asian/Pacific Islander	36%	35%	-1%
Other/Missing	34%	40%	6%

Source: DataWarehouse

- The 3 year degree completion rate as a three-year rolling average has stayed between 23-25% from 2001 through 2007. YVCC rates are in the middle of those for the state of Washington and higher than those of other ATD schools.
- The 6-year completion rates increase across all groups from 7-9% over the 3-year rates, indicative of the “swirling” patterns of enrollment, part-time enrollment, and the relationship between starting at low developmental levels.
- Benchmark: Three year rate ≥25%; six year rate ≥35%.

Objective 3.4: Students' perception and demonstration of competence in appropriate learning outcomes.

Indicator 3.4.a: Institutional outcomes and assessment.

- This is a new process being developed across the next six years: 2012-14: research and develop institution-level outcomes and an assessment plan; 2014-16: pilot and gather data for baseline; 2018: evaluate effectiveness.
- Baseline will be set in 2016 based on two years of gathering data on new plan.
- Benchmark: 100% participation of YVCC instructional departments/programs.

Indicator 3.4.b: Student survey data regarding academic challenge.

Table 50: Comparison of responses to academic confidence and abilities

Questions	Incoming Student	Fall Survey	Graduation Survey
1. Write clearly, concisely, and grammatically correct	77%	85%	85%
2. Produce written work for a variety of contexts (letters, essays, lab reports, speech outlines)	67%	78%	90%
3. Read and understand a variety of materials	83%	90%	89%
4. Organize ideas and concepts clearly and logically	80%	88%	88%
5. Communicate my ideas with confidence and clarity	70%	80%	84%
6. Cite sources and use relevant data to back up a claim, thesis, or conclusion	58%	68%	87%
7. Use math to analyze/solve problems	50%	65%	80%
8. Understand scientific research methods	53%	59%	83%
9. Analyze and understand different perspectives on issues	77%	85%	89%
10. Use technology (i.e., computer skills, internet)	82%	92%	75%
11. Appreciate other cultures	91%	94%	77%
12. Work cooperatively in a group	89%	92%	82%
13. Appreciate Fine Arts	82%	80%	67%
14. Work independently	88%	96%	82%
15. Conduct research and analysis to form a conclusion or produce an appropriate product	70%	78%	86%
16. Apply learning in familiar and new contexts (i.e., use what you learned in English 101 to write a letter to the editor)	75%	73%	82%
17. Locate, evaluate, and legally use information	81%	82%	86%

Source: 2011 Incoming Student Survey, Fall Student Survey, Graduation Survey

- For almost every question, there is a significant difference between the responses from incoming vs. outgoing students. However, the use of technology shows that students feel less confident. This could be due to the fact that students view technology as “Googling” information, using social media, or downloading music and videos. Once in college, students are taught to use technology in a much more complex manner. Students also report that they feel less confident about appreciating other cultures. It would be interesting to explore why these statistics are this way. Also, less appreciation for fine arts was stated by graduates and working independently. Insight into why these statistics for these questions are this way is needed by staff and faculty. Or, additional questions may need to be asked or focus groups conducted to get at the reasons for such percentages.
- Benchmark: Statistically significant improvement between entering students and graduating students.

Objective 3.5: Facilitate transfer and employment.

Indicator 3.5.a: Percent of curriculum with common course numbers.

- Washington State community colleges have developed common course numbering for many of the courses offered within the system. Each college may choose which courses to align for common numbering.
- Benchmark: To be determined in 2012-13 based on an analysis of current offerings and state identified common courses.

Indicator 3.5.b: Articulations.

- “Articulations” are similar to major ready pathways in that they are specific agreements between YVCC and other institutions of higher education for transfer. YVCC currently has transfer articulations for early childhood education, business, and agriculture programs.
- Benchmark: Maintain current articulation with institutions of higher education in Central Washington.

Indicator 3.5.c: University GPA of YVCC transfer students compared to native students.

- In the fall of 2011, YVCC students who transferred to Central Washington University had an overall GPA of 3.13 compared to 2.95 for native CWU students.
- Statewide data sources slated to become available during the 2012-13 academic year should enable YVCC to more easily follow students who transfer.
- Benchmark: At or above native students at institutions providing data.

Indicator 3.5.d: Prior learning assessment.

- Recent statewide efforts are being made to increase colleges’ participation in prior learning assessment. YVCC accepts transcripts from accredited institutions of higher education and CLEP test scores for high school graduates. It is anticipated that there will be increases in acceptance of alternative trainings, experiences, and certifications for college credit.
- Benchmark: To be set in 2012-13 following analysis of current efforts and consideration of alternative strategies.

Indicator 3.5.e: Accreditation of YVCC’s professional/technical programs by their governing bodies.

- YVCC has seven programs which are articulated through appropriate governing bodies: allied health, automotive, dental hygiene, nursing, radiologic sciences, surgical technology, and veterinary technology.
- Benchmark: 100% of eligible programs offered by YVCC are accredited.