



**Northwest Commission on College and University (NWCCU)**  
**Annual Update for WSQA**  
**Academic Year 2010-2011**  
**Due October 15, 2011**

College Name: Yakima Valley Community College

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Accreditation recommendations to the College and year of recommendation	Actions taken by the college to address recommendations	Improvement results
<p>Last interim visit was in 2006 and there were no recommendations.</p>	<p>Yakima Valley Community College (YVCC) engaged in a number of continuous improvement efforts during the 2010-11 academic year. As part of developing documentation for an accreditation visit in October 2011, the college focused on three core themes: Community, Access, and Success.</p> <p><b>Core Theme One: Community</b> - 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</p>	<p>YVCC finalized a Comprehensive Self-Evaluation Report based on the NWCCU New Standards for accreditation.</p>

	<p>our external and internal communities.</p> <p><b>Continuous Improvement Activities related to Community targeted four main areas:</b></p> <ul style="list-style-type: none"> <li>• Increasing the college-going culture of the Yakima Valley: hosted and evaluated a High School Counselor Symposium; participated in numerous college fairs and high school outreach activities; partnered with school districts to offer GEAR UP, UPWARD Bound, and Running Start programs.</li> <li>• Strategic planning: worked with EMSI to develop a local report on the impact of YVCC on the community.</li> <li>• Professional Technical program accreditations: developed databases to support program accreditations efforts.</li> <li>• Leveraging support for professional development of staff, faculty and administrators, especially that which is aimed at integrating technology and improving student success.</li> </ul> <p><b>Core Theme Two: Access</b> - YVCC increases access through programs and services that address diverse challenges, learning styles, goals, and schedules of students in the district.</p> <p><b>Continuous Improvement Activities related to Access targeted five areas:</b></p> <ul style="list-style-type: none"> <li>• Managing the course schedule to ensure that students were able to get the courses they needed: reviewed incoming student placement and realigned course offerings to align with prerequisite skills; reviewed waitlists to determine where additional</li> </ul>	<p>High evaluation scores from high school counselors  Interacted with more than 25,000 individuals at outreach events and activities.  Maintained Running Start enrollment  Met grant objectives for GEAR UP and UPWARD Bound.</p> <p>Received 2011 EMSI analysis and am using it to help craft 2012 NWCCU Standard One report.</p> <p>Completed program reaccreditation for Allied Health, annual update for Automotive, and database construction for Nursing.</p> <p>Offered professional development for 100% of YVCC personnel, ranging from internal workshops to funding of sabbaticals and attendance at professional conferences.</p> <p>Added sections of developmental math and English as needed.  Identified in-coming, first time registering students unable to get needed courses during registration and advising and prioritized</p>
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	<p>sections were needed and offered these as possible; reviewed pathway completion rates so that we could prognosticate the number of sections needed as student progressed through pathways;</p> <ul style="list-style-type: none"> <li>• Increasing the percentage of Basic Skills students who transition to college programs: increased IBEST programs; allowed for co-enrollment of developmental and basic skills students; encouraged GED students to transition to college.</li> <li>• Increasing online and hybrid course offerings: conducted staff and student trainings on the use of ANGEL; monitored student and faculty satisfaction with eLearning environments.</li> <li>• Gathering student perceptions of YVCC via the Incoming Student Survey, Annual Fall Survey and pilot Graduation Survey.</li> <li>• Increasing use of web-based tools for enrollment and registration: implemented eSchedule and eMaps; established an online payment system.</li> </ul> <p><b>Core Theme Three: Success</b> - YVCC provides learner-centered environments with a focus on its diverse students, providing a foundation for lifelong learning resulting in student achievement of educational goals through completion of courses, certificates, and degrees.</p> <p><b>Continuous Improvement Activities related to Success targeted four areas:</b></p> <ul style="list-style-type: none"> <li>• Increasing first quarter and first year</li> </ul>	<p>enrolling them the next quarter. Increased financial aid awards by 10% despite having fewer staff members to process those awards.</p> <p>Offered new Math 049T, English 080T, English 090T, and English 095 courses and increased # and % of students moving from Basic Skills into college developmental and college credit work.</p> <p>Identified concerns related to proctoring exams for online students and piloted alternative procedures in some programs.</p> <p>Aligned surveys to gather perceptions on key academic preparation and support areas across attendance from entrance to graduation.</p> <p>Nearly 100% of students now register online either from home or from a college resource.</p> <p>First quarter persistence rates for TRiO</p>
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	<p>retention rates: created learning communities for incoming TRiO students (first generation, low income) that combined developmental English with a Student Development course.</p> <ul style="list-style-type: none"> <li>• Increasing enrollment and success in developmental math courses leading to completion of quantitative degree requirements: offered multiple math pathways based on placement and desired educational goal, including a new pathway for liberal arts majors and new Math 049T courses for students not placing into the standard math sequence.</li> <li>• Increasing course completion rates: analyzed completion rates for Biology, English, Math, Nutrition, and Psychology based on placement scores and prior course taking behavior; revised course entrance requirements and placement scores to reflect likelihood of passing the courses.</li> <li>• Offering academic support services: monitored student use of all academic support services; gathered student perceptions of satisfaction with support services via the Annual Fall Survey and center-based evaluation tools; adjusted hours of operation and other services based on feedback</li> </ul>	<p>participants were 98%, considerably higher than other students, but at the end of the first year rates were similar, with about 65% persisting into the second year, indicating a need for a year-long approach.</p> <p>Created a new Math 049T courses that integrates arithmetic and student skills while preparing students to retest on the COMPASS. More than 80% of students placed into college math sequences after taking the course.</p> <p>Increasing numbers of students report agreement with their math placement.</p> <p>Added prerequisites to courses in line with predicted success rates. Pass rate in Psychology about 80% (up nearly 15%) and drop rate was cut in half.</p> <p>Students continue to rate the computer labs as the most used services; all services ranked highly.</p>
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