

A Commitment to Belief:

The first step in achieving meaningful enrollment growth is believing that growth is possible—and choosing to be part of the team that makes it possible. This work will not be easy. Our college is facing an urgent financial reality amid a new performance-based state budget. We also carry a history of institutional trauma, strained communication, and experiences in which people have hurt one another. Those realities must be acknowledged, but they cannot become the framework that determines our future. We must consciously renounce blame as a response and the victim mindset that says, “I can’t do X because of this external Y.” When we place the cause of our circumstances entirely outside ourselves, we give away our power to change them. There will always be reasons why growth is difficult, and there will always be legitimate obstacles to name and address. But if we allow those obstacles to define what is possible, we will remain where we are. This plan begins with a collective commitment: we believe this college can grow, we accept that making it happen is all of our work, and we will face the challenges ahead with shared responsibility, courage, and a determination to build something different.

Best,
Branwen Schaub on behalf of the Task Force members

Wenatchee Valley College AY27 Strategic Growth Management Plan Executive Summary

For the fiscal year 2026-2027 (FY27), SBCTC implemented modifications to the allocation model that put an emphasis on enrollments (performance based). This was done to reallocate funding to colleges that are increasing enrollments versus those with declining enrollments. This shift in philosophy will move funding between colleges faster and in impactful levels. Those colleges that do not keep up or adjust will see funding swings that will have long term impacts on base funding from the state allocation. **The impact of the new performance based funding model in WA ranges from limiting programs and services to reductions in force.**

Wenatchee Valley College’s AY27 Strategic Growth Management Plan establishes a focused institutional response to enrollment instability, demographic change, evolving state funding conditions, and the need for stronger alignment between student access, student success, instructional capacity, equity, and financial sustainability. The plan’s **central goal is to increase annual state-supported FTE from 2,011 toward 3,000** over the next four to five years through coordinated growth in recruitment, retention, completion, scheduling, program development, community engagement, and data-informed resource stewardship. Strategic enrollment growth at WVC is critical to continued sustainability due to (a) shifting demographics that impact traditional student pipelines, and (b) changes in performance based funding by SBCTC that remove provisions around smoothing, safe harbor, and traditional designated enrollment allocation base funding approaches and make WVC susceptible to immediate and continuous funding variations relative to growth in the other 33 state districts.

The plan has been revised to reflect stakeholder input gathered through the Strategic Growth Management survey and subsequent breakout-group meeting process. The survey established initial priorities around student entry, advising, pathway clarity, outreach, data access, resource stewardship, and accountability. The meeting

then used structured breakout discussions to test the draft plan against four guiding questions: **what must be true for the plan to succeed; what risks emerge if WVC moves too fast or too slowly; which investments are most likely to produce measurable enrollment growth; and what decisions should change because of the plan.** Group consensus reinforced that WVC must pair urgency with disciplined implementation, shift from blame to shared responsibility, prioritize recruitment and retention together, simplify intake and advising handoffs, clarify program maps, reallocate existing resources toward student-facing growth priorities, and use accessible data to document results.

Priority 1: Invest budget first in enrollment growth actions with the clearest near-term return. WVC should prioritize targeted marketing and outreach, staff presence at community and school events, stronger campus branding, and a common student entry process because these actions directly increase applicant volume, improve application yield, and reduce friction between inquiry, admission, orientation, advising, and registration.

Breakout consensus sharpened this priority: recruitment investments should be paired with a functioning student-entry process, clear source tracking, and application-to-enrollment yield measures. Participants agreed that outreach, branding, website improvements, school and community presence, and targeted recruitment of first-time, degree-seeking, adult, Omak, and high-demand pathway students should be funded only when WVC can measure inquiry volume, completed applications, event participation, conversion, and retention effects.

Priority 1a: Reallocate/Reshape institutional budget toward outreach and recruitment where return can be tracked. Marketing media, community-based outreach, school-based outreach, program-specific events, and campus branding should be funded only with clear leading measures such as inquiries, applications, completed applications, event participation, source tracking, and application-to-enrollment yield.

Priority 1b: Fix the student entry experience before increasing demand beyond institutional capacity.

The most urgent operational objective is a common, reliable intake, onboarding, orientation, placement, financial support, and first-term advising model. WVC should define required pre-first-day milestones, clarify Welcome Center and advising handoffs, tailor entry processes for specific student populations, and ensure students understand affordability, career options, pathways, registration, and support expectations before the first day of class. The new website is doing a lot to increase student attention: how can we leverage it more effectively?

Priority 1c: Build advising and pathway clarity. The plan should make advising, two-year plans, program maps, faculty advisor transitions, and pathway milestones measurable institutional strategies. Every active degree and certificate should have a current student-facing program map that explains required courses, sequencing, modality expectations, transfer or workforce milestones, support connections, and credit for prior learning opportunities where appropriate.

Priority 2: Increase academic momentum, retention, and completion. Recruitment alone will not solve WVC's enrollment challenge. The plan prioritizes early credit momentum, gateway completion, course success, relationship-rich support, and targeted interventions in math, writing, pathway-critical courses, and high-demand programs. MESA, CAMP, TRIO, FYE, counseling, tutoring, advising, faculty engagement, and cohort-based models should be treated as scalable design assets for improving belonging, persistence, and equitable outcomes.

Priority 3: Align budget, capacity, scheduling, and resource stewardship. WVC should apply a budget-first return on investment (ROI) lens to enrollment growth decisions by comparing short-term and long-term costs

and benefits. Near-term priorities include increasing seat capacity in existing high-demand sections where pedagogically appropriate, adding sections only where demand and completion risk justify the cost, protecting pathway-critical courses, expanding evening offerings where demand is demonstrated, and reallocating budget from less healthy programs to high-demand instructional programs when program review, labor-market need, completion outcomes, and fiscal evidence support the decision. Capacity and resource stewardship includes a designated touchpoint or responsible party that can reduce costs elsewhere. What vacant positions can be redesigned, redesignated, to greater efficiency? Grant funds in areas like AHEC can be applied systematically. A compendium to process improvement.

The meeting also clarified that new money is unlikely; therefore, growth will require reshaping existing budget, vacant positions, grant funds, and staff capacity toward the highest-return enrollment priorities. Specific follow-up areas include assessing whether an Omak-focused outreach and intake advising role can be created or reallocated, systematically applying AHEC funds to recruitment, and making program-improvement, pause, staggered-start, or staffing decisions through transparent review of enrollment, completion, labor-market need, fiscal impact, and community consequences.

Priority 4: Strengthen data use, communication, and accountability. The plan calls for accessible data including term-by-term progress reviews, documented decisions, and a clear accountability cascade from Cabinet and the Strategic Enrollment Group to divisions, departments, action owners, and Institutional Research. Each action should identify a baseline, target, leading measure, student outcome measure, responsible owner, resource approach, checkpoints, and year-end decision.

Group reports stressed that accountability must be concrete rather than aspirational. Each action should identify an owner, accountable lead, baseline, target, checkpoints, evidence source, and decision rule. Participants also emphasized that accessible dashboards should include inquiries, applications, application yield, event participation, retention, course success, pathway progress, fill rates, waitlists, and budget-return information so departments can act without waiting for custom data requests.

Budget prioritization principles: New or reallocated resources should be sequenced in this order: (1) outreach and recruitment investments with measurable application and yield return; (2) low-cost entry-process improvements that remove friction; (3) seat-capacity increases in existing sections where quality and completion can be maintained; (4) additional instructional sections in high-demand, pathway-critical, or completion-limiting areas; (5) completion strategies such as Transitional Studies transition, CPL, CBE, evening offerings, Omak professional-technical options, and new pathways; and (6) redesign, pause, or reallocation decisions for low-enrolled programs after review of fiscal impact, student need, workforce demand, and completion consequences.

Implementation should begin with the highest-leverage actions that reduce student-facing friction and improve institutional coordination: common intake and onboarding, advising and program maps, gateway completion supports, capacity and schedule review, and a practical dashboard. The strategic takeaway is direct: students need a simpler path, employees need clearer systems, leaders need better data, and the college must move from planning to implementation with urgency, discipline, and evidence of results.

Wenatchee Valley College AY27 Strategic Growth Management Plan (90% Draft)

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Incorporate WVC mission, vision, values, and strategic plan.

The scope of the Strategic Growth Management Workgroup is to develop an action-oriented Strategic Growth Management Plan that is guided by our mission, vision, values, and strategic plan.

Our Mission Wenatchee Valley College enriches North Central Washington and delivers relevant, innovative, and experiential educational opportunities for thriving and healthy communities.	Our Vision Wenatchee Valley College transforms lives, strengthens communities, fosters inclusive excellence, and is the higher education institution of choice for North Central Washington and beyond.	Our Values Wenatchee Valley College faculty, staff, and students are connected in our shared values. We believe in the power of community, we provide educational opportunities, we are committed to inclusion, we advance learning, and above all, we remain student-centered.	 WVC COMUNIDAD OPPORTUNITY INCLUSIÓN LEARNING STUDENT-CENTEREDNESS ENFOQUE CENTRADO EN EL ESTUDIANTE
Build Stewardship, Efficacy, and Institutional Financial Health 1. Strengthen financial resiliency for quality programs and operations. 2. Build a systematic organizational and budget model that is inclusive, transparent, and based on identified priorities. 3. Increase stewardship to ensure sustainability and achieve goals. 4. Develop innovative business revenue enterprise arm of the college to generate additional resources.			
Create a Culture of Excellence 1. Foster open and ethical communication, information sharing, and inquiry. 2. Provide leadership and opportunities for faculty and staff development and advancement. 3. Broaden opportunities for employees at all levels to influence and contribute to positive change. 4. Encourage employee growth, wellness, and vitality. 5. Support faculty and staff learning and scholarship to ensure quality, meaning, and purpose.			
Become a Premier Student-Centered College 1. Integrate high-impact practices to engage and support students. 2. Ensure programs and offerings provide seamless pathways and opportunities for all students. 3. Create a sense of belonging for students through cultural responsiveness. 4. Develop and execute a comprehensive Strategic Engagement, Enrollment, Retention, and Completion plan.			
Advance Academic Excellence in Teaching and Learning 1. Align program pathways and curricular offerings for clarity, efficiency, and efficacy from entry to achievement of student goals. 2. Deliver degrees and programs that are responsive to community interests and labor market demand. 3. Build and sustain programs that lead to a living wage, improved socioeconomic status, or efficient transfer. 4. Empower faculty to incorporate creativity, collaboration, and technology to advance transformational learning. 5. Utilize culturally responsive pedagogies to improve equitable student success.			
Close Equity Gaps 1. Deploy a growth mindset to remove institutional barriers to ensure that all students succeed. 2. Develop campus and community programs to attract and retain underrepresented groups. 3. Direct resources based on transparent metrics. 4. Monitor and leverage data to ensure equity for all student groups.			
Position the College as a Community-Focused Regional Anchor 1. Cultivate authentic, trustworthy, and transformative relationships with community stakeholders. 2. Center outreach and engagement efforts across the region to increase and expand awareness. 3. Advance the role of the college as a workforce and economic growth contributor and a responsive community partner.			

Criticality

Strategic enrollment growth at WVC is critical to continued sustainability due to (a) shifting demographics that impact traditional student pipelines, and (b) changes in performance based funding by SBCTC that remove provisions around smoothing, safe harbor, and traditional designated enrollment allocation base funding approaches and make WVC susceptible to immediate and continuous funding variations relative to growth in the other 33 state districts. The impact of the new performance based funding model in WA ranges from limiting programs and services to reductions in force.

For the fiscal year 2026-2027 (FY27), SBCTC implemented modifications to the allocation model that put an emphasis on enrollments (performance based). This was done to reallocate funding to colleges that are increasing enrollments versus those with declining enrollments. This shift in philosophy will move funding between colleges faster and in impactful levels. Those colleges that do not keep up or adjust will see funding swings that will have long term impacts on base funding from the state allocation. WVC is 80-85% personnel (salary and benefits) so impacts require consideration of staffing levels.

Equity and Servingness Framework

Strategic Growth Management at WVC will be grounded in an equity and servingness framework that connects enrollment growth to student belonging, academic momentum, completion, transfer, workforce preparation, and community benefit. Growth is not defined only by increased headcount, FTES, sections, or seats. It is also defined by the degree to which the college removes barriers, strengthens culturally responsive support, and ensures that students who enter WVC are able to progress toward their educational, transfer, career, and personal goals.

A servingness approach requires WVC to examine whether institutional practices are designed around the lived realities of students across the district, including first-generation students, Latine students, multilingual students, rural students, working adults, Omak students, students balancing family and employment responsibilities, and students entering high-demand transfer and workforce pathways. This framework emphasizes intentional outreach, clear onboarding, pathway-aligned placement, proactive advising, academic support, cohort-based engagement, and visible connections to transfer, employment, and community contribution.

High-impact support models such as MESA, CAMP, TRIO, FYE, counseling, tutoring, advising, orientation, and faculty-led pathway engagement should be treated as institutional design assets. These programs demonstrate practices that can be scaled across Strategic Growth Management efforts: relationship-rich advising, cohort identity, academic confidence building, career exploration, transfer preparation, leadership development, culturally responsive engagement, and community-connected learning.

To operationalize this framework, each Strategic Growth Management objective should identify the student populations most affected, the barriers being addressed, the practices or supports being implemented, the responsible units or partners, and the metrics that will be used to evaluate progress. Measures should be disaggregated where possible by student population, pathway, location, and modality so that WVC can determine whether growth strategies are improving access and outcomes equitably, rather than simply shifting enrollment patterns.

Stakeholder feedback in Appendix F confirms that the plan must move beyond broad enrollment growth language toward a clearer institutional operating model. The feedback repeatedly identifies the same priorities: a simpler student entry experience, a coherent advising model, clearer program maps, stronger internal communication, better access to actionable data, broader community and adult learner

engagement, and visible implementation discipline. In short, growth will depend on whether WVC can make the student experience easier to navigate and the employee experience easier to coordinate.

“Students need a simpler path. Employees need clearer systems. Leaders need better data. The institution needs stronger alignment. And the college must move from planning to implementation with greater urgency.”

Accordingly, the plan should treat student-facing friction as an enrollment risk, internal fragmentation as an implementation risk, and limited data use as a stewardship risk. Each action should be evaluated not only by whether it increases enrollment, but also by whether it reduces unnecessary handoffs, improves advising and pathway clarity, strengthens belonging and persistence, and produces evidence that can guide the next decision.

WVC Short Term Strategic Enrollment Goal

Increase annual state-supported FTE from 2,011 to 3,000 over the next four to five years through coordinated growth in recruitment, retention, completion, instructional capacity, course scheduling, student engagement, and targeted program development.

This goal requires annual growth of approximately 200 to 250 state-supported FTE. The increase from 2,011 to 3,000 represents an increase of 989 FTE, which is approximately 49% above the 2024-25 state-supported FTE baseline. Confirm final percentage language before external distribution if a different baseline is used.

Table 1: WVC Long-Term Strategic Enrollment Objectives

WVC Objective	Draft Description
State-Supported FTE Growth	Grow annual state-supported FTE toward 3,000 through enrollment recovery, new student recruitment, effective scheduling, and improved persistence.
Retention and Course Success	Use course success by discipline, stop-out patterns, and retention scenarios to identify targeted supports that increase persistence and reduce unsuccessful enrollments.
Instructional Capacity and Fill Rate Management	Align course scheduling, modality mix, student demand, faculty capacity, and high-fill course analysis to support growth without creating bottlenecks.
Student Pipeline and High School Partnerships	Strengthen pathways from local high schools, Running Start, College in the High School, adult learners, and workforce programs into WVC credentials.
Omak and Regional Access	Use Omak, county of residence, and modality data to improve access across Chelan, Douglas, and Okanogan counties.
Program and Discipline Enrollment Strategy	Use discipline-level FTES, student-faculty ratios, student credit production, and pass rates to identify opportunities for growth, support, and resource alignment.
Data-Informed Enrollment Management	Establish a recurring data request, reporting, and progress review process that supports SEG decision-making and annual enrollment target monitoring.

Implementation Principles and Action Plan

The following implementation principles translate WVC’s strategic objectives, stakeholder feedback, and enrollment-growth priorities into a disciplined operating approach. Stakeholders were consistent: WVC must move quickly, but speed must be paired with budget discipline, clear ownership, and measurable outcomes. Each action should identify expected enrollment return, implementation cost, staffing impact, completion benefit, equity implication, and whether it requires new budget, reallocated budget, grant funding, or existing operational capacity.

“We need to move from recognition of the issue to input gathering to plan to action quickly.”

The four guiding questions now function as implementation tests for the plan: (1) What must be true for the plan to succeed? WVC must build shared belief, assign clear ownership, coordinate across departments, simplify entry and advising, and use evidence to guide decisions. (2) What are the risks of moving too fast or too slowly? Moving too fast may create employee burnout, resource bottlenecks, student confusion, and harmful program decisions; moving too slowly risks continued enrollment decline, loss of state allocation, and competitive disadvantage as other colleges also pursue growth. (3) Which investments are most likely to produce measurable enrollment growth? Stakeholders identified recruitment, outreach, advising, program maps, intake/onboarding process improvement, first-year experience, and accessible dashboards as the highest-return investments. (4) What decisions should change because of the plan? WVC should reallocate resources toward enrollment growth, reduce student-facing friction, assign accountable owners, use data-informed department action plans, and make difficult staffing or program decisions when evidence shows they are necessary for long-term sustainability.

Instructional growth strategies should distinguish between near-term capacity management and longer-term program sustainability. WVC should first examine whether existing high-demand sections can responsibly serve more students through seat-cap adjustments, schedule changes, or modality changes. Additional sections should be prioritized when current sections are full or waitlisted, the course is pathway-critical, the added cost is justified by expected FTE return, and student completion would otherwise be delayed. Reallocation from low-enrolled or less healthy programs should occur only after reviewing program purpose, labor-market demand, student completion impact, fixed-cost implications, faculty workload, and community need.

The first implementation priority is the student entry experience because stakeholders described it as fragmented, inconsistent, and overly dependent on individual knowledge rather than shared systems. WVC should establish a common intake and triage model, clarify the role of the Welcome Center and front-facing areas, create shared scripts and referral protocols, and define what every new student should complete before the first day of class.

“There is no unified, understandable process.”

The second implementation priority is advising and pathway clarity. Stakeholders repeatedly connected advising, program maps, two-year plans, and student confidence. WVC should distinguish onboarding from advising, define advisor handoffs, measure advising participation, and ensure that every active program has a student-facing map with required courses, sequencing, modality expectations, support connections, transfer or workforce milestones, and credit for prior learning opportunities where appropriate.

“The lack of an advising model is hurting my area.”

Capacity decisions should support growth without undermining quality or long-term sustainability. WVC should first test whether existing high-demand sections can responsibly serve more students through seat-cap adjustments, schedule changes, or modality changes. Additional sections should be added when demand, pathway need, completion risk, and expected FTE return justify the cost.

“Increasing class capacity can increase demand on instructors, but it can also provide more opportunities for students to get the courses they need in a timely manner.”

Community engagement is also a core growth strategy. Fall new student orientations, supported through partnerships that include MESA, CAMP, TRIO, FYE, faculty, and other campus partners, create visible points of connection with students, families, and community members. Similarly, the return of the Career Fair in partnership with SkillSource and area employers, along with ongoing districtwide outreach by WVC recruitment staff, strengthens program awareness and builds demand for instructional pathways over time. The breakout reports clarified that branding should not be reduced to logos or marketing materials. In the plan, branding means shaping public perception of WVC’s value, building long-term community awareness, engaging K-12 and adult learners earlier, and linking outreach to the college’s role as a regional anchor for transfer, workforce preparation, and economic mobility.

“More effort needs to be made to image WVC in our community, and to reach out and recruit students from all age demographics.”

The third implementation priority is a practical data-use model that turns evidence into decisions. Stakeholders want accessible dashboards, program-level metrics, enrollment funnel data, qualitative student feedback, and clear decision rules for continuing, scaling, pausing, or stopping actions. WVC should define a short list of required measures for each student journey phase, publish common dashboards or reports, and require each division and department action plan to identify the baseline, target, leading measure, student outcome measure, budget implication, and year-end decision.

“I should have access to data that paints me a picture so I can make decisions.”

- Apply our mission, vision, values and strategic plan when operationalizing the action items.
- Adopt culturally appropriate practices across the different action items within the plan.
- Host and encourage cross-functional collaboration between Instruction and Student Services related to projects and initiatives.
- Record progress updates broadly via Microsoft Teams.
- Be inclusive and encourage participation across constituency groups in the implementation of all activities.

The table below reorganizes the plan’s strategic objectives and actions into a student journey sequence and incorporates stakeholder feedback from Appendix F along with the pasted Elements, ROI priorities, and completion strategies. This structure shows how WVC will build demand, reduce entry friction, strengthen advising and academic momentum, clarify pathways, foster belonging, support completion, and use evidence for continuous improvement. Budget should be prioritized toward actions that can produce measurable enrollment return while protecting completion, student success, and long-term institutional sustainability.

Table 2: Implementation Framework and Key Performance Indicators

Student Journey Phase	Actions	Three Year SMART Goal
Recruitment and Community Entry Build awareness, trust, and demand through coordinated outreach, marketing, recruitment, and community partnerships.	- Invest in targeted marketing media, community outreach, school-based outreach, and campus branding using source tracking and conversion measures. - Deploy staff at events, in community settings, and in K-12 partnerships where WVC can document inquiries, completed applications, and enrollment yield. - Align recruitment strategies with HSI goals, districtwide outreach priorities, adult learners, Omak and evening expansion opportunities, and high-demand pathways. - Update the website and marketing materials to strengthen access, usability, affordability messaging, DEISAA alignment, career options, and program visibility. - Cross-train outreach teams and build relationship-based recruitment strategies beyond outreach staff alone.	Increase completed applications by 10% and application-to-enrollment conversion by 5 percentage points. FY26 Baseline: FY29 Goal: Stakeholders: Marketing, Outreach, Retention Team, Instruction, Student Affairs, faculty, PIO
Onboarding, Orientation, and Placement Strengthen first connections to WVC through orientation, placement guidance, advising, and early support.	- Create a common student intake, triage, and referral process for prospective and new students, including a shared Welcome Center protocol and first-contact expectations. - Tailor entry processes for specific student populations, including Transitional Studies students, adult learners, Running Start students, Omak students, and professional-technical students. - Develop a unified communication and website strategy for placement, affordability, financial support, transfer-level access, academic support, and first-term planning. - Define required pre-first-day milestones: orientation, placement guidance, first-term advising, registration, financial aid or payment guidance, and connection to support services. - Ensure students identify a pathway early by connecting onboarding, career exploration, program maps, and advisor assignment to the student's intended pathway. - Separate onboarding responsibilities from ongoing advising responsibilities so students and employees understand who owns each step in the first-year experience.	All new students will complete orientation, placement guidance, first-term advising, and registration before the first day of class. FY26 Baseline: FY29 Goal: Stakeholders: Counseling, Student Affairs, Instructional Deans, Outreach, Welcome Center, faculty, PIO

Academic Momentum and Gateway Completion Increase early credit momentum, transfer-level completion, and success in pathway-critical courses.	• Every program should establish enrollment growth strategies that support student progression and completion. • Enhance transition rates for Transitional Studies students into college-level courses through bridge supports, advising, placement guidance, and first-term pathway planning. • Assess programs and curriculum to ensure required courses align with WVC placement, transfer, and completion goals. • Promote intentional academic support for students in math, writing-focused, and gateway courses. • Review section fill rates, seat caps, waitlists, and pathway-critical offerings to identify responsible capacity increases. • Develop criteria for adding sections, increasing seats, reallocating budget, or preserving low-enrolled pathway-essential offerings.	Increase by 8 percentage points the proportion of first-time students completing transfer-level English and math during their first academic year, while reducing the largest identified equity gap by at least 4 percentage points. FY26 Baseline: FY29 Goal: Stakeholders: Curriculum Committee, faculty, Deans, Counseling, VPI, Institutional Effectiveness
Pathway Progress, Transfer, and Workforce Alignment Clarify pathways, strengthen transfer and workforce alignment, and expand flexible credit options.	• Update program maps with courses, placement guidance, transfer expectations, general education requirements, career options, support services, and completion priorities. • Emphasize pathway completion for current programs before building new pathways, while using program review to identify high-demand opportunities. • Develop part-time and evening program maps that reflect how many WVC students attend college while working or balancing family responsibilities. • Expand Credit for Prior Learning practices, including credit by exam, portfolio options, student-facing communication, and districtwide alignment. • Develop Competency Based Education infrastructure when demand, faculty readiness, student support, financial aid, and approval requirements justify investment. • Evaluate professional-technical options at Omak and new completion pathways through workforce demand, budget impact, completion potential, and regional access.	All active degree and certificate programs will have current program maps, and every instructional division will have reviewed its programs for transfer alignment, workforce demand, course sequencing, and applicable credit for prior learning. Stakeholders: Instruction Council, Curriculum Committee, Department Chairs, faculty, Counseling, Student Services Deans, Instructional Deans, VPI

Belonging, Support, and Student Engagement Scale relationship-rich, culturally responsive, and cohort-based support models across the student experience.	• Use MESA, CAMP, TRIO, FYE, counseling, tutoring, advising, orientation, and faculty engagement as institutional design assets. • Embed Student Services information into program maps at the point students need each support. • Develop in-reach strategies for current students that strengthen persistence, belonging, and timely support connections. • Apply culturally appropriate and DEISAA-focused practices across implementation activities.	Increase by 20% the number of students participating in at least one relationship-rich support activity and improve participating students' fall-to-fall retention by 5 percentage points over the 2025–26 baseline. Stakeholders: Student Affairs, MESA, CAMP, TRIO, FYE, Counseling, faculty, Retention Team
Completion, Transition, and Alumni/Employer Connection Strengthen completion, transfer, employment transition, employer connection, and alumni engagement.	• Support the October Career Fair in partnership with SkillSource, area employers, Instruction, and outreach teams. • Identify students near completion and provide targeted outreach, advising, financial support guidance, and course-planning assistance. • Build new pathways for completion only where student demand, workforce need, capacity, and budget return are clearly documented. • Develop engagement and communication strategies for prospective, current, and alumni students. • Connect students to career exploration, transfer preparation, leadership development, employment transition, and community contribution opportunities.	Increase degree and certificate completion by 8%, increase student participation in transfer and career-transition activities by 20%, and maintain at least 15 active employer or alumni partnerships that produce a documented student opportunity. Stakeholders: Foundation, Career Services, SkillSource, employers, Instruction, Outreach, faculty
Data, Capacity, and Continuous Improvement Use data, planning, and capacity evidence	• Develop and adopt data collection priorities for academic programs and service areas. • Publish a short Strategic Growth Management dashboard with enrollment funnel, outreach ROI, advising, pathway, persistence, completion, capacity,	Establish a Strategic Growth Management Dashboard and a recurring process in which every

to guide implementation, resource decisions, and continuous improvement.	budget, and equity measures. • Require each division and department action plan to document the budget approach, expected return, decision made because of the data, and whether the action should continue, scale, pause, or stop. • Use program review, fill rates, waitlists, course success, retention, completion, labor-market evidence, and fixed-cost analysis to guide pause, improvement, or reallocation decisions for low-enrolled programs. • Support data stewardship through training on data quality, governance, disaggregated metrics, and budget-informed decision-making. • Provide progress updates through PIEAC, College Council, the Strategic Growth Management Workgroup, constituency meetings, Teams, and email.	responsible division reviews growth, student-success, capacity, and budget-return data at least twice annually and documents resulting decisions, outcomes, resource implications, and whether each action should continue, scale, pause, or stop. Stakeholders: Institutional Effectiveness, VPI, Instruction Team, Program Coordinators, Department Chairs, Instruction Council, Student Affairs, Finance, and SEG
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Many actions of the Strategic Growth Management Plan are currently in the implementation phase, and it is anticipated that implementation will occur by or through June 2027. Because Strategic Growth Management is an iterative process, the strategic objectives may carry over to the next planning cycle. However, the plan will maintain flexibility in the timeframe to account for emerging trends and legislative directives. To support ongoing sustainability, the plan's associated activities are expected to evolve after initial completion, and adjustments will be made at the programmatic and departmental levels with activities included in Program and Department Review reports.

Table 3: Alignment to College Planning

To support continuity between the Strategic Growth Management Plan and the College's Strategic Plan Priorities, the following table crosswalks the seven student journey phases to WVC's institutional priorities.

Student Journey Phase	Stewardship	Culture	Student-Centered	Academic Excellence	Equity Gaps	Community-Focused
Recruitment and Community Entry Awareness, outreach, trust building, marketing, community entry, and demand development.	X	X	X		X	X
Onboarding, Orientation, and Placement New student connection, orientation, placement guidance, advising, and early		X	X	X	X	

support.						
Academic Momentum and Gateway Completion Early credit momentum, gateway completion, academic support, and pathway-critical course access.	X	X	X	X	X	
Pathway Progress, Transfer, and Workforce Alignment Program maps, transfer expectations, general education, CPL, CBE, and workforce alignment.	X	X	X	X	X	X
Belonging, Support, and Student Engagement Relationship-rich support, cultural responsiveness, cohort identity, persistence, and belonging.		X	X	X	X	X
Completion, Transition, and Alumni/Employer Connection Completion, transfer, employment transition, career fair, alumni, and employer engagement.	X		X	X	X	X
Data, Capacity, and Continuous Improvement Disaggregated data, capacity, program review, implementation reporting, and resource alignment.	X	X	X	X	X	

Metrics and Progress Reporting

Progress reporting for the Strategic Growth Management Plan will be organized by the seven student journey phases and by the cross-cutting priorities identified in Appendix F: student entry, advising, pathway clarity, communication, retention, data use, and implementation accountability. This structure allows WVC to monitor whether growth strategies are improving access, momentum, belonging, completion, workforce and transfer outcomes, and institutional capacity.

“We are good at negotiating processes with no outcomes.”

In addition to collegewide KPIs, the plan should monitor operational measures such as average seats per section, section fill rates, waitlist demand, cancellations of low-enrolled sections, pathway-critical section availability, course success, persistence, and completion outcomes. These measures will help WVC determine whether growth is being achieved through sustainable capacity, improved scheduling, stronger outreach, equitable student success, or short-term enrollment shifts that may create downstream completion risks.

To prevent reporting from becoming another planning artifact without action, each progress update should answer four questions: What changed for students? What changed in practice? What evidence supports that conclusion? What will WVC continue, revise, expand, or discontinue next?

Table 4: Primary Metrics and Progress Questions

Student Journey Phase	Primary Metrics	Progress Questions
Recruitment and Community Entry	• Unduplicated headcount • Application-to-enrollment yield • Program inquiry and outreach participation • Website and campaign engagement • Enrollment by location, modality, pathway, and student population • Omak and Regional Access	Are outreach, marketing, and community partnerships increasing awareness, demand, and actual enrollment across WVC's district and priority populations?
Onboarding, Orientation, and Placement	• Orientation participation • Placement completion • First-term advising participation • Enrollment in first-term gateway courses • Student connection to support services	Are new students entering WVC with clear placement, advising, orientation, and support connections that help them begin in the right pathway?
Academic Momentum and Gateway Completion	• Course access and capacity • Course success rate • English and math completion in year one • First-quarter credit completion • Quarter-to-quarter retention • Gateway course fill rates and waitlists	Are students completing early credits and gateway requirements at rates that support continued momentum and reduce equity gaps?
Pathway Progress, Transfer, and Workforce Alignment	• Program map completion and use • Pathway-critical course availability • CPL credits awarded • CBE participation and completion • Transfer-ready and workforce-aligned program milestones	Are students able to see, enter, and progress through clear transfer and workforce pathways without unnecessary delay?
Belonging, Support, and Student Engagement	• Participation in MESA, CAMP, TRIO, FYE, tutoring, counseling, advising, and related supports • Persistence by support participation • Belonging and engagement survey results • Equity gaps in retention and course success	Are relationship-rich and culturally responsive supports improving belonging, persistence, and equitable outcomes?
Completion, Transition, and Alumni/Employer Connection	• Certificates awarded • Associate degrees awarded • Transfer degrees awarded • Career fair participation	Are students completing credentials and transitioning successfully to transfer, employment, alumni

	• Employer, alumni, transfer, and job placement engagement	connection, and community contribution?
Data, Capacity, and Continuous Improvement	• FTES • Enrollment efficiency • Average seats per section • Section fill rates and waitlists • Low-enrolled section cancellations and pathway-critical section protection • Program review and implementation progress updates	Is WVC using evidence to balance growth, instructional capacity, student completion, resource stewardship, and long-term program sustainability?

Table 5: Annual FTE Targets

The following five-year schedule provides a more gradual, budget-conscious ramp. Targets should be revised annually based on actual performance, state funding, staffing capacity, and student demand.

Academic year	State-supported FTE target	Annual increase	Cumulative increase
2024–25 baseline	2,011	—	—
2025–26	2,200	189	189
2026–27	2,400	200	389
2027–28	2,600	200	589
2028–29	2,800	200	789
2029–30	3,000	200	989

If WVC’s 2025–26 actual FTE differs significantly from 2,200, SEG should reset the remaining annual targets by September 30, 2026.

Table 6: Annual Accountability Cycle

Deadline	Required action	Responsible group
September 30	Confirm prior-year actual FTE and approve the current-year target	Cabinet and SEG
October 31	Identify projected FTE contributions from recruitment, retention, scheduling, and program growth	Enrollment Management, Instruction, and Institutional Research
End of each term	Compare actual FTE, headcount, credits, fill rates, and retention with the annual target	Institutional Research and SEG
February 28	Adjust spring and summer recruitment, outreach, support, and schedules	Student Services and Instruction
May 31	Approve the following year’s schedule and capacity priorities	Instruction and Finance
August 31	Publish an annual enrollment performance report	SEG and Institutional Research

Appendix A: Impact of SBCTC Performance Funding Model (DEAB Enrollment Fiscal Impact)

The spreadsheet shows what that pessimistic forecast could be to WVC based on share of FTES. The impact to

WVC is around \$3.3m, and the FTES slippage is around \$600k. If all of the concerns materialize WVC is estimated to experience approximately \$4m in continuing reduction. (13 districts had a decline/17 districts increased)

District	2024-25 Annual	2025-26 Annual	% of Prior Year	24/25 % of Total	25/26% of Total	% Change
Bates	3,271	3,444	105%	2.983%	3.066%	102.766%
Bellevue	6,632	6,807	103%	6.049%	6.060%	100.173%
Bellingham	1,667	1,765	106%	1.521%	1.571%	103.314%
Big Bend	1,462	1,378	94%	1.334%	1.227%	91.975%
Cascadia	1,196	1,333	111%	1.091%	1.186%	108.720%
Centralia	1,515	1,570	104%	1.382%	1.398%	101.158%
Clark	5,052	5,119	101%	4.608%	4.557%	98.883%
Clover Park	3,666	4,147	113%	3.344%	3.692%	110.407%
Columbia Basin	4,917	5,091	104%	4.485%	4.532%	101.047%
Edmonds	3,932	4,265	108%	3.586%	3.797%	105.875%
Everett	4,260	4,518	106%	3.886%	4.022%	103.499%
Grays Harbor	1,088	1,105	102%	0.992%	0.984%	99.112%
Green River	4,839	5,316	110%	4.414%	4.732%	107.212%
Highline	5,053	5,001	99%	4.609%	4.452%	96.601%
Lake Washington	2,731	2,501	92%	2.491%	2.226%	89.373%
Lower Columbia	2,345	2,515	107%	2.139%	2.239%	104.667%
Olympic	3,992	4,118	103%	3.641%	3.666%	100.692%
Peninsula	1,665	1,556	93%	1.518%	1.385%	91.200%
Pierce	4,024	4,039	100%	3.671%	3.595%	97.946%
Renton	3,025	2,997	99%	2.759%	2.668%	96.680%
Seattle	11,059	10,703	97%	10.087%	9.528%	94.454%
Shoreline	3,089	3,111	101%	2.817%	2.769%	98.299%
Skagit Valley	3,112	3,140	101%	2.838%	2.795%	98.472%
South Puget Sound	3,220	3,445	107%	2.937%	3.067%	104.469%
Spokane	9,429	9,323	99%	8.601%	8.300%	96.499%
Tacoma	4,504	4,872	108%	4.108%	4.338%	105.575%
Walla Walla	1,902	1,964	103%	1.735%	1.749%	100.774%
Wenatchee Valley	2,005	1,927	96%	1.828%	1.715%	93.822%
Whatcom	2,060	2,085	101%	1.879%	1.856%	98.761%
Yakima Valley	2,920	3,178	109%	2.663%	2.829%	106.230%
System Total	109,634	112,332	102%			

Percent of System
Total FTES

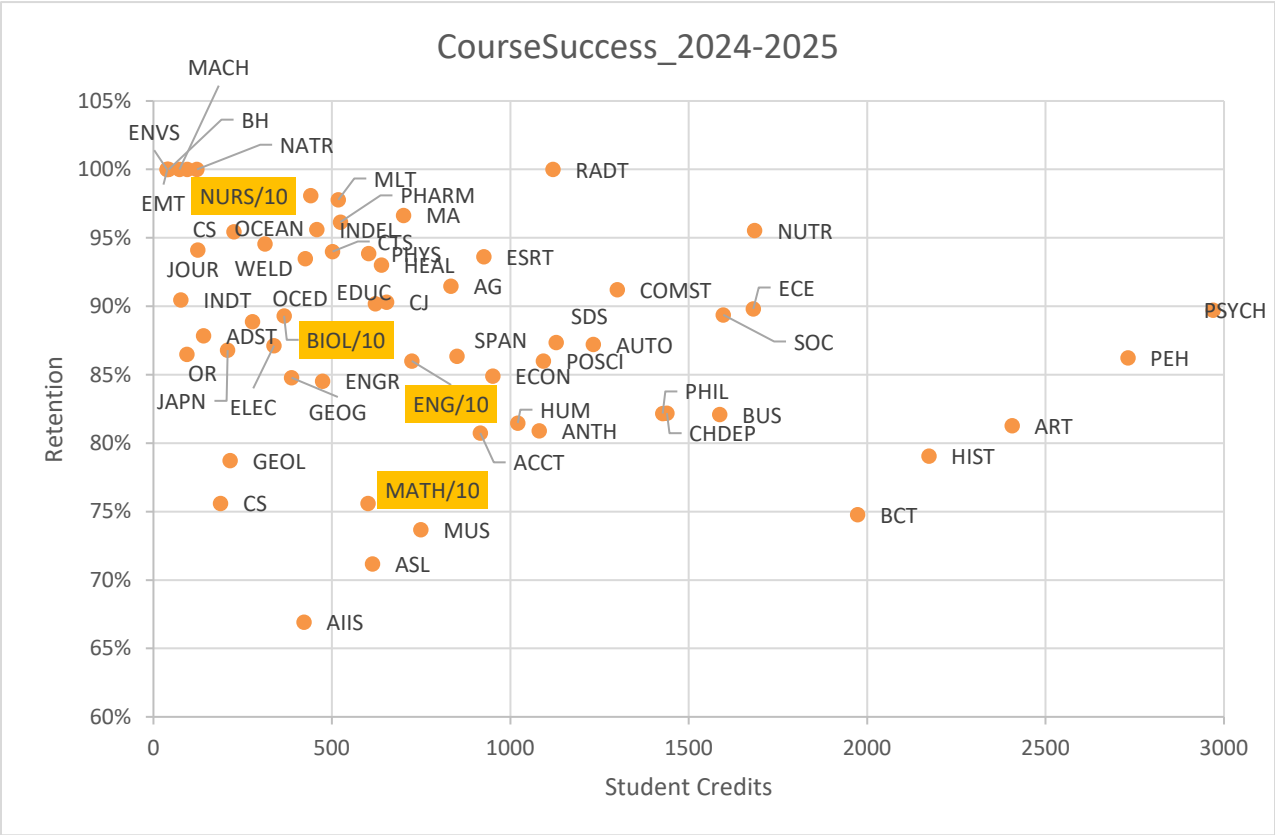
Percent of Prior
Year Level

Immediate Impact of Enrollment Changes (FY25 error and no averaging)

		FY26 %	FY 27 %	
		1.828%	1.715%	
DEAB Initial Allocation	518,368,389	9,478,046	8,892,535	(585,511)
Additional DEAB Allocation	5,349,933	97,820	91,777	(6,043)
Total DEAB Allocation	523,718,322	9,575,866	8,984,312	(591,554)

Appendix B: Academic Momentum, Gateway Completion, and Course Success Evidence

- Course success by discipline and course success evidence for Academic Momentum and Gateway Completion



FTE History

FTE TYPE

CAMPUS

Total FTE

All

Total FTE

	Summer	Fall	Winter	Spring	Annual
2020-21	0.00	0.00	2,576.26	2,389.27	n/a
2021-22	457.48	2,511.88	2,229.68	2,117.35	2,438.80
2022-23	503.28	2,449.09	2,256.55	2,148.06	2,452.33
2023-24	516.75	2,705.81	2,421.56	2,285.18	2,643.10
2024-25	555.81	2,838.99	2,677.63	2,575.89	2,882.77
2025-26	650.46	2,861.61	2,681.67	2,489.09	2,894.27
2026-27	692.80	1,172.40	0.00	0.00	n/a

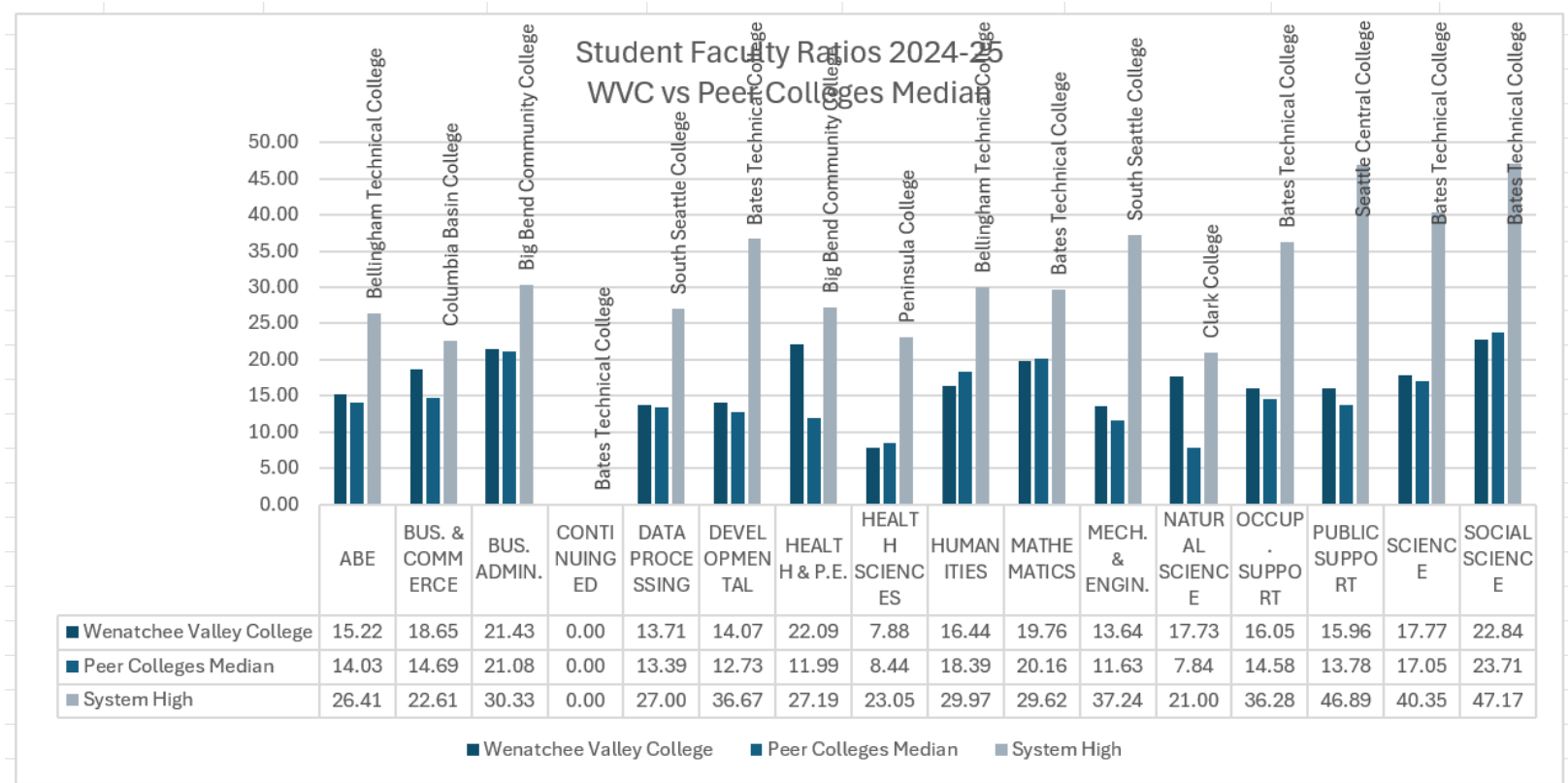
Year	total FTE*					# of FTE Lost at various retention rates					
	fall	winter	spring	summer	annual	90% Retention	85% Retention	80% Retention	65% Retention	60% Retention	50% Retention
22-23	2449	2256	2148	503	2452	245	368	490	858	981	1226
23-24	2705	2421	2885	516	2643	264	396	529	925	1057	1322
24-25	2838	2667	2575	555	2882	288	432	576	1009	1153	1441
25-26	2881	2681	2489	650	2894	289	434	579	1013	1158	1447
					Ave	272	408	544	951	1087	1359
					Loss of FTE with different retention rates						

Appendix C: Data, Capacity, and Continuous Improvement Evidence

Course capacity evidence supports the Data, Capacity, and Continuous Improvement phase by identifying high-fill sections, limited seat availability, and pathway-critical courses that may constrain growth. (Question: how will this data be used to improve enrollments?)

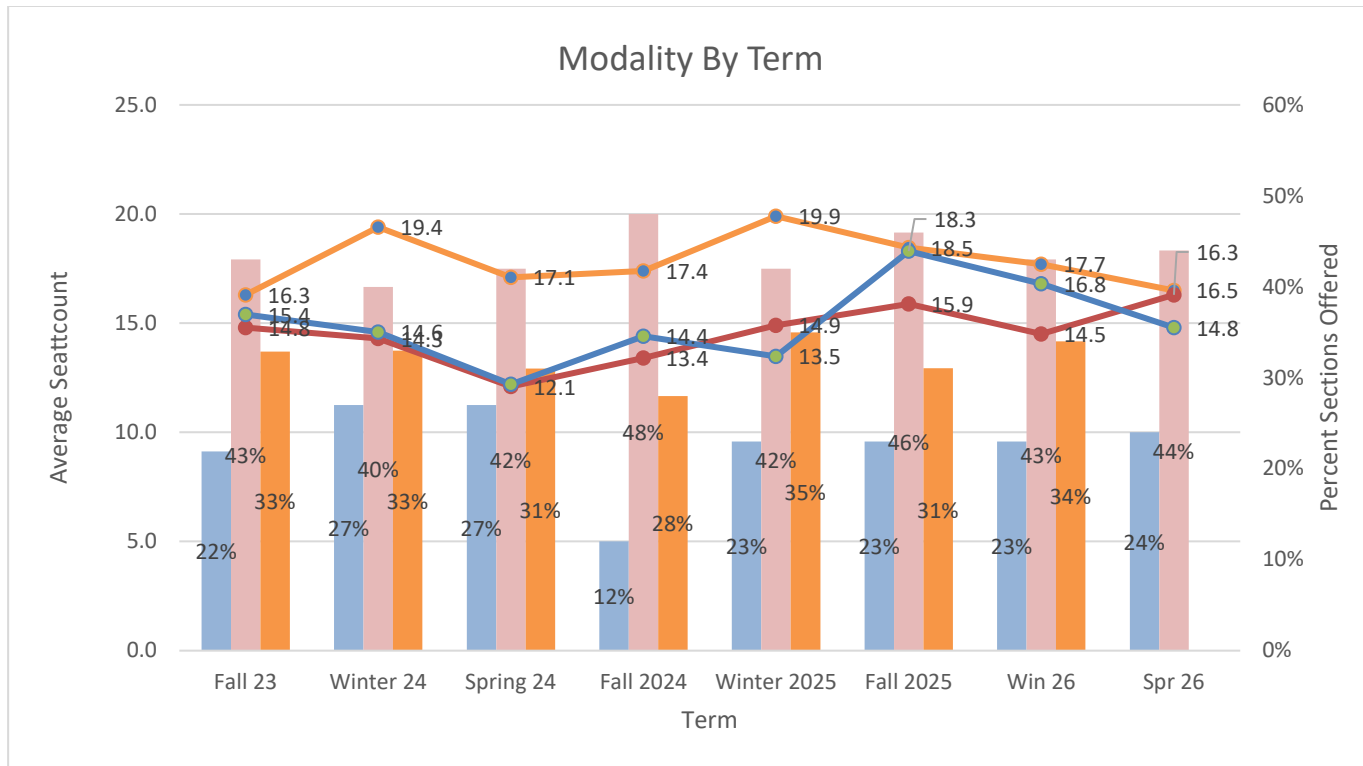


1. The top 10 highest enrolled 100 level classes in the DTA are 87-100% full for an entire year (24-25)					
ENGL&	101	Composition: General	965	962	100%
PSYC&	100	General Psychology	532	540	99%
MATH&	107	Math In Society	408	414	99%
MATH&	146	Introduction to Statistics	368	380	97%
NUTR&	101	Nutrition	339	342	99%
CHEM&	121	Introduction to Chemistry	287	312	92%
SOC&	101	Intro to Sociology	239	240	100%
MATH&	141	Precalculus I	236	270	87%
ECED&	105	Intro to Early Childhood Edu	229	240	95%
HUM&	101	Introduction to Humanities	228	240	95%
2. More than half of the students (62%) enrolled in 100 level DTA courses are in sections that are over 95% full.					
3. Average fill rate for all 100 level DTA classes is 89% which will not allow for 30% enrollment growth in the DTA credential in Wenatchee					
4. Key classes that students want to take are 99-100% full for an entire year with the current number of students (ENGL 101, PSYC 100, SOC 101, MATH 107, HIST 146, CMST 101).					



Appendix D: Pathway Progress, Modality, and Instructional Delivery Evidence

Course modality evidence supports Pathway Progress, Transfer, Workforce Alignment, and Data, Capacity, and Continuous Improvement by showing how instructional delivery patterns affect access, scheduling, completion, and student demand.



	Fall 23		Winter 24		Spring 24	Fall 24	Winter 25	Fall 25	Win 26	Spr 26
OL Sections	213		201		209	200	217	187	202	207
OL Seats	3546		3898		3569	3514	4315	3706	3915	2722
F2F Sections	263		247		279	311	266	280	260	287
F2F Seats	4049		3522		3373	4654	3969	4661	3981	4827
HY Sections	142		169		178	144	144	137	136	154
HY Seats	2187		2474		2163	2413	1942	2537	2290	2276

Appendix E: Stewardship, Strategic Finance, and Resource Alignment Evidence

Strategic finance evidence supports the Data, Capacity, and Continuous Improvement phase by connecting growth strategies to resource stewardship, instructional capacity, sustainability, and institutional financial health.

Faculty Salary and Benefits					
	Base Salary	Benefits	Total	FT Equiv	
Full time faculty	\$78,000	\$28,080	\$106,080	\$106,080	
Adjunct faculty	\$6,850	\$2,466	\$9,316	\$83,844	

Appendix F: A proposed Division/Department Action Plan

Example A: Allied Health

The numbers below illustrate the expected level of specificity. Final targets should be set after confirming each program's 2025–26 baseline.

Journey phase	Identified issue	2026–27 department action	Accountability	Leading measure	Student outcome target
Recruitment and Community Entry	Some programs have available capacity while prospective students may not understand program requirements or career options.	Each priority program will conduct two targeted recruitment activities with a high school, employer, community organization, or underrepresented student population.	Accountable: Dean. Owner: Program director, chair, or coordinator. Partners: Outreach and Marketing.	Two documented activities per priority program; inquiries and applications tracked by source.	Increase completed applications to participating programs by 5%; increase applications from the selected priority population by 3%.
Onboarding, Orientation, and Placement	Accepted students may fail to complete requirements or register.	Establish an accepted-student checklist and contact process for programs with selective admission or prerequisites.	Accountable: Dean or Student Services director. Owner: Program coordinator. Partners: Admissions, Advising, Financial Aid.	At least 90% of accepted students contacted; incomplete requirements tracked at 30, 14, and 7 days before the deadline.	Increase accepted-student-to-enrollment yield by 5 percentage points.
Academic Momentum and Gateway Completion	A small number of high-enrollment or prerequisite courses may account for a large share of unsuccessful enrollments.	Each department will identify one priority course and implement one targeted change, such as tutoring, an early skills check, schedule adjustment, or faculty referral.	Accountable: Dean. Owner: Department chair or lead faculty. Partners: Tutoring and Advising.	Intervention implemented by the second week; participation and referrals recorded.	Increase course success by 3 percentage points or reduce withdrawals by 10% in the selected course.
Pathway	Students may	Update the	Accountable:	Maps	Reduce by 10%

Progress and Workforce Alignment	not see the complete sequence, employment exit points, or options for prior learning.	student-facing program map for each priority program and identify certificates, employment milestones, transfer options, and eligible CPL or CBE opportunities.	Dean. Owner: Program faculty. Partners: Curriculum, Advising, Workforce Education.	completed for 50% of priority programs by June 2027.	the number of students taking courses outside the intended sequence or delayed by unclear requirements.
Belonging and Student Engagement	Program support may occur informally and therefore cannot be evaluated.	Establish two structured faculty or coordinator check-ins during the first term for students in selected cohorts.	Accountable: Dean. Owner: Program director or coordinator. Partners: CAMP, TRIO, MESA, Counseling.	At least 80% of cohort students receive two documented check-ins; referrals are recorded.	At least 60% of referred students complete a connection; cohort retention increases by 2 percentage points.
Completion and Transition	Students near completion may stop out or enter employment without completing the credential.	Review students within 15 credits of completion and provide individualized completion and transition outreach.	Accountable: Dean and Student Services director. Owner: Program coordinator or faculty advisor. Partners: Graduation, Career Services, employers.	At least 80% of identified near-completers receive documented outreach.	Increase program completions by 3%; document a transfer, employment, licensure, or continued-education transition for at least 70% of respondents.
Data, Capacity, and Improvement	Full classes, waitlists, low enrollment, and pathway bottlenecks are not always examined together.	Complete a term-based review of fill rates, waitlists, cancellations, progression needs, faculty capacity, and course success.	Accountable: Dean. Owner: Dean, scheduler, and department chairs. Partners: Institutional Research and Finance.	Review completed before each schedule is finalized; resulting decisions documented.	Make at least two documented schedule or capacity adjustments; reduce persistent pathway-critical waitlists

					by 10%.
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Example B: Welding Department, 2026–27

Element	Department commitment
Journey phase	Recruitment and Community Entry
Problem	Enrollment and participation from women and other nontraditional students remain below the department’s desired level.
Baseline	Establish 2025–26 applications, enrollment, and course participation by gender and other approved student characteristics.
Action	Conduct two hands-on recruitment events with high school art/CTE programs and student-support partners.
Work owner	Welding faculty lead
Accountable lead	Dean
Partners	Outreach, Marketing, MESA, TRIO, CAMP, high school CTE faculty
Leading target	Two events; at least 30 prospective students; all inquiries receive follow-up within five business days.
Outcome target	Increase applications from the selected population by 10% and enrolled students by at least two students over baseline.
Resources	Existing Perkins nontraditional funds, faculty special-assignment time, and existing outreach events
Fall checkpoint	Confirm baseline, partners, dates, and outreach materials.
Winter checkpoint	Complete first event and report inquiry-to-application conversion.
Spring checkpoint	Complete second event and report application-to-enrollment conversion.
Year-end decision	Continue only if the activity produces documented inquiries, applications, or enrollments at a reasonable cost.
Additional Actions	A second Welding action could address course sequencing or evening access. A third could address completion or WABO preparation. The department would not need seven separate actions merely because the institutional framework has seven phases.

Overview

3. To increase enrollment, which elements should be prioritized (rank from highest priority to least)?

Rank Options



16. What Return on Investment approaches should we prioritize (rank from highest priority to least)

18 Responses

Rank	Options	First choice						Last choice
1	Aim to increase returns allocating additional institutional budget toward outreach/recruitment.							
2	Aim to increase returns by allocating additional institutional budget toward increased sections in instruction.							
3	Consider long term costs and benefits							
4	Moving quickly							
5	Aim to increase returns by increasing seat capacity of existing instructional sections							
6	Aim to increase returns by reallocating budget from less healthy programs to high demand instructional programs.							
7	Consider short term costs and benefits							

18. Which enrollment or completion strategies should be prioritized to meet student and workforce needs (rank from highest priority to least)?

18 Responses

Rank	Options	First choice	Last choice
1	Enhance transition rates for Transitional Studies students to college level courses		
2	Emphasize pathway completion for current programs		
3	Professional Technical options at Omak		
4	K-12 Partnerships		
5	Competency Based Education		
6	Credit for Prior Learning		
7	Evening Offerings		
8	Pause or improve low enrolled programs		
9	Increase existing course capacity.		
10	Build new pathways for completion		

Analytical Quotes from the Stakeholder Survey

Theme	Respondent / role	Analytical quote	Why it matters
Program economics	Cal Cross Omak Administration	"If we pause a program, the cost savings will be in salaries. Cutting the income of a program while keeping faculty in place will not help."	Separates revenue loss from realizable cost savings and identifies the condition required for a pause to improve finances.
Modality and outcomes	Jennifer Freese Instruction Administration	"Compare student success (completion rates with a C or higher) between fully face-to-face, hybrid, and online delivery for theory courses (e.g., Pathophysiology, Pharmacology). If hybrid formats show higher DFW rates or lower exam averages, adjust the course back to face-to-face or embed structured weekly check-ins."	Defines a testable decision rule: compare outcomes by modality, then change delivery or support based on the result.
Speed versus sustainability	Jenna Floyd Direct Student Services	"We need to move quickly because we've hit the enrollment cliff, but we don't want to overtax our existing resources (especially staff and faculty). Increasing class capacity can increase demand on instructors, but it can also provide more opportunities for students to get the courses they need in a timely manner. My biggest concern is that reallocating resources for the short term might hurt us in the long-run if we don't make these decisions with care and sound rationale."	Frames both sides of the capacity decision and warns that a short-term response can undermine long-term viability.
Institutional change	Andrew Hersh-Tudor Instruction Administration	"Putting out an SEG plan is part one; part two is writing the supporting change management plan. Both parts one and two follow from a clearly articulated vision for enrollment management at WVC. Guided Pathways efforts here have suffered because—years ago—they didn't start with that vision. The result is a collection of isolated efforts as opposed to whole-institution buy-in and change."	Links prior implementation failure to missing vision and change management, not merely to the quality of individual initiatives.
Capacity constraints	Hilary Martinez Instruction Administration	"We don't want to cut programs without adding programs. I think we are at a place that we need to find out what programs our community needs. We can also strengthen the programs we have with clear understanding of outcomes and pathways. Also, seat capacity is already at 30 for many sections, and some are restricted because of equipment or seats."	Connects portfolio choices to community demand while documenting physical constraints on simple seat expansion.

Decision framework	Dalia Hernandez Farias Instruction Administration	"I think decisions should be based on a combination of enrollment trends, course success, and input from students and staff. We should look at when students are actually able to take classes, including work and family responsibilities, and whether online, in-person, or hybrid options are meeting their needs. We should also look at student progression and outcomes and whether courses are helping students move through their pathways and into college-level programs."	Combines demand, outcomes, access constraints, modality, and stakeholder evidence into one decision framework.
Longitudinal measurement	Branwen Schaub Faculty	"For mathematics we need to look at the entire pathway from student success rates in a class, their likelihood of passing the next math class, and on until graduation."	Moves evaluation beyond single-course pass rates to progression through the full student pathway.
Data to action	Tracy Donnelly Instruction Administration	"For me, we talk about the equity gaps etc. But I have no real data, or know where to get the data. I right now need to fill out a form to understand each of my programs retention, completion etc. Why do I not have this at my finger tips. It will inform my division meeting. But we talk about the idea and then don't take our data, make tools and then help close the gap."	Identifies data accessibility as the bottleneck between discussing equity and setting program-level action.
Advising handoffs	Jennifer Freese Instruction Administration	"New students start their journey with College Navigators through First Year Experience (FYE) for initial intake, placement, and registration. Once enrolled, they are assigned a Faculty Advisor. Without explicit communication protocols, students often don't realize their primary advising point-of-contact has changed."	Pinpoints a specific process transition and the missing protocol that produces confusion and duplicated work.
Rural service equity	Cal Cross Omak Administration	"At Omak, many of the supports are provided on a one-weekly or ad-hoc basis rather than systematically because of the size and income of the campus. If a student has to call Wenatchee for basic needs help, they are far less likely to get help. It's a barrier. Resource those supports for both campuses with an understanding that lower headcount does not mean lower need."	Explains the mechanism by which centralized support reduces access and challenges headcount as the sole resource-allocation proxy.

Retention and outreach	Stephen Ward Administrative Services	“Over the past decade a tremendous amount of resources have been directed state-wide toward retention and progression, outreach has not kept pace and retention alone is not the solution. More effort needs to be made to image WVC in our community, and to reach out and recruit students from all age demographics.”	Compares the balance of past investment and argues that retention and outreach must work together.
Sequence before recruitment	Dalia Hernandez Farias Instruction Administration	“There has been a strong focus on recruitment and outreach. However, if we do not have clear pathways, structures, schedules, and an intake process in place, I think recruitment should come later. We need to make sure we have a clear process for students to follow before we focus heavily on bringing more students in.”	Makes a causal sequencing argument: stabilize the student pathway before increasing inflow.
Outcome discipline	Cal Cross Omak Administration	“Whatever we do, we need to have clearly identified and realistic outcomes, with timelines. Many times I have attended meetings around this subject only to come away wondering why we met and what was the goal of that particular meeting. As I heard in a meeting recently, ‘we are good at negotiating processes with no outcomes.’”	Turns a governance concern into a practical standard: every initiative needs a realistic outcome and timeline.
Growth prerequisites	Riva Morgan Instruction Administration	“Categorizing ‘less healthy’ before we focus on outreach may be actually cutting our throats. Look at the example of Pharm Tech. Also, the goal of increasing headcount and FTEs is unrealistic without having the classes to offer.”	Challenges premature program cuts and states the operational prerequisite for enrollment growth: available classes.