



***Fall 2013 Core Themes Report***

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## **Report Format**

This report is organized around Wenatchee Valley College's four core themes:

- Educational Achievement
- Support for Learning
- Responsiveness to Local Needs
- Diversity and Cultural Enrichment

The report contains the following components for each core theme. First is a **scorecard** summarizing quantitative results, with symbols indicating whether performance meets target, is approaching target, or is below target. Next is a **narrative** that presents details on the quantitative measures, information on qualitative factors that are also monitored, and information on plans for improvement as a response to the results. The narrative also provides detail on who/what is counted in each measure. Performance targets were determined by reviewing at least three years of past performance and creating a range of expected performance for the future. Targets for enrollment-driven measures do not assume continuous enrollment growth in order to meet targets. Following the narrative is a **conclusion** on core theme attainment and a set of **discussion questions** to provide guidance in considering the results and their implications.

# Educational Achievement Scorecard

Objective: Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

## Student Progress Indicators

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Retention	Transfer students: Fall to fall retention rate between 52.3% and 56.5% Workforce students: Fall to fall retention rate between 40.7% and 49% Developmental students: Fall to fall retention rate between 46.8% and 54.6% Basic skills students: Fall to spring retention rate between 16.3% and 27.5%	Fall 2011 to Fall 2012: 57.8%  Fall 2011 to Fall 2012: 52.7%  Fall 2011 to Fall 2012: 50.2%  Fall 2012 to Spring 2013: 22.9%	      
Student Achievement point: 1 <sup>st</sup> 15 credits in first year	Transfer intent students: Point earned rate between 64.2% and 68.9%  Workforce intent students: Point earned rate between 30% and 41.5%  Developmental – any student in pre-college math or English in first quarter: Point earned rate between 52.1% and 59.2%	Fall 2012 entering cohort: 72.9%  Fall 2012 entering cohort: 29.1%  Fall 2012 entering cohort: 63.2%	    
Completion within IPEDS standard of 150% time (3 years for degree, 1.5 years for certificate)	Transfer students: Completion rate between 22.6% and 27.3% Workforce students: Completion rate between 22.3% and 31.5% Developmental students: Completion rate between 16.1% and 22.7%	Fall 2010 entering cohort 23% Fall 2010 entering cohort 40.0% Fall 2010 entering cohort 23.1%	    

 = Result meets target  
  = Result is approaching target  
  = Result is below target

**Student Transition Indicators**

<b>Quantitative Measures</b>	<b>Benchmark for Expected Performance</b>	<b>Current Data</b>	<b>Result</b>
Enrollment at 4-year institution	Transfer students: Transfer rate between 46.2% and 55.7%	Fall 2008 entering cohort 57.2%	
Employment	Workforce students: employment rate between 81.3% and 87.5%	2009: 86.0% for degree completers, 79% for certificate completers	
Enrollment/completion at college level (prior ABE/ESL)	Prior ABE students: enrollment rate in developmental courses between 16.7% and 23.8%; C or better rate	Fall 2010 entering cohort 21.0% enrolled; 67.0% completed with C or better	
	ESL students: entering below level 4 who enroll at Level 4 or 5 at rate between 7.1% and 13.7%	Fall 2010 entering cohort 18.2%	
ABE/GED transition to college ESL transition to college	SAI cohort data 2009-2012: 3 yr avg 13%	2011-12: 14%	
	3 yr avg 2.3%	2011-12: 2%	
Student Surveys	Core abilities: students' self-assessment is "Agree" or better; Average rating on Instruction items is "satisfactory" or better	Spring 2013 student survey: average 4.42 (5 point scale) for student experience questions 2012-13 graduate surveys: average 4.39 (5 point scale) on core abilities; average 3.42 (4 point scale) on satisfaction with instruction	  
External Certification	100% of programs with external exams meeting pass rate targets	Pass rates: Nursing (2013) RN 93%, LPN 100%  Radiologic Tech (2012) 100%  Medical Lab Tech (2012) 90%  Medical Assistant (2012) 90%	   

 = Result meets target       = Result is approaching target       = Result is below target

## Educational Achievement Narrative

Objective: Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

**Indicator: Student Progress.** Measures of student progress look at how students move along the path to completing educational goals. These measures are defined differently for different types of students: those with transfer or vocational intent, those who are not fully college-ready when they enter WVC, and those seeking to learn basic skills or English as a second language. Key measures are retention (do students stay at WVC once they enter?) and completion (do students attain degrees or certificates?).

**Measure: Fall-to-fall retention.** Fall to fall retention looks at how well degree-seeking students are retained from their first year at WVC to their second year. This is a common measure utilized by colleges throughout the United States and provides a foundation from which other questions can be asked. This measure identifies a cohort of students who enter in the fall of each year, and tracks how many are still enrolled in fall quarter one year later. Students are grouped by intent: transfer or workforce (excluding those who enroll to upgrade job skills rather than complete a degree or certificate). In addition, students who are not ready for college when they enter WVC, including both transfer and workforce intent, are tracked in the “developmental” cohort. Current performance reflects the retention rate for students who entered in fall 2011 as measured in fall 2012. Data source: SBCTC Data Warehouse.

**Measure: Fall to spring retention.** For students who enrolled exclusively in Adult Basic Education (Basic Skills or ESL) courses in their first quarter at WVC, this measure assess whether they are still enrolled in the spring. Students are not tracked into a second year as the length of basic skills instruction will vary according to student needs. Staffing changes this year are intended to improve support for basic skills retention, including the hiring of an ABE Success Coordinator. Current performance reflects the retention rate for students who entered in fall 2012 as measured in spring 2013. Data source: SBCTC Data Warehouse.

Group and Target Range	Retention Rate	Five-Year Trend Notes
Transfer students: Fall to fall retention rate between 52.3% and 56.5%	Fall 2011 to Fall 2012: 57.8%	Current rate is 4% increase over 2007 cohort; peak was 61% in 2009
Workforce students: Fall to fall retention rate between 40.7% and 49%	Fall 2011 to Fall 2012: 52.7%	Current rate is 13% increase over 2007 cohort
Developmental students: Fall to fall retention rate between 46.8% and 54.6%	Fall 2011 to Fall 2012: 50.2%	Current rate is 4% over 2007 cohort; peak was 56% in 2010
Basic skills students: Fall to spring retention rate between 16.3% and 27.5%	Fall 2012 to Spring 2013: 22.9%	Current rate is 14% increase over 2008 cohort

**Measure: 15 college-level credits earned in first year of enrollment.** This is an alternate measure of retention which corresponds to one of the momentum points in the SBCTC Student Achievement Initiative. IBEST programs that integrate basic skills with college-level instruction are designed to support students in earning 15 college level credits by the end of one year in the program. Cohorts of students enter WVC in fall quarter and their standing on this measure is determined at the end of the academic year. Current performance represents the rate at which new students entering in Fall 2012 attained 15 credits during the 2012-13 academic year. In this year, the Workforce Education student cohort (177 students entering in fall 2012) did not attain this measure at the expected rate. To address this, the Workforce Education Division is reviewing its curriculum, revising several course outlines, and looking into intentional advising training for the coming year. Data source: SBCTC Student Achievement Initiative reports/SBCTC Data Warehouse.

Group and Target Range	Percentage that attain 15-credit SAI point	Five-Year Trend Notes
Transfer intent students: Point earned rate between 64.2% and 68.9%	Fall 2012 entering cohort: 72.9%	Current rate is 5% increase over 2008 cohort and high point of past five years
Workforce intent students: Point earned rate between 30% and 41.5%	Fall 2012 entering cohort: 29.1%	Current rate represents a decrease for the first time in five years.
Developmental – any student in pre-college math or English in first quarter: Point earned rate between 52.1% and 59.2%	Fall 2012 entering cohort: 63.2%	Current rate is increase of 24% over 2008 cohort

**Measure: Completion.** Completion rates are determined by identifying a cohort of new students entering WVC in fall quarter with a Transfer or Vocational intent (alone or in addition to other goals). These students are tracked through 150% of the minimum time required to attain a degree or certificate. For example, students in two-year degree programs are tracked for three years; any who are awarded a degree in that time frame are counted as ‘completers.’ This approach to measuring completers recognizes that not all students are able to attend college full-time, and is consistent with the federal IPEDS timeframe for measuring completions (though IPEDS only includes full-time students in the completion rate measure).

With the national “completion agenda”, this area will continue to be a focus for WVC. To continue to improve completion, WVC is developing a comprehensive advising plan that includes the concept of a completion coach/retention specialist. This position will assist continuing students in their path toward completion and/or transfer. In addition, WVC is participating with Central Washington University to launch a reverse transfer program, which encourages students who have moved on to CWU to transfer back needed credits to earn their associate degree. This pilot will be implemented by December 2013.

Current data are from the cohort that entered WVC in fall 2010. Workforce students who enroll to upgrade job skills rather than pursue a degree or certificate are not included. Data source: SBCTC Data Warehouse.

Group and Target Range	150% Completion Rate	Five-Year Trend Notes
Transfer students: Completion rate between 22.6% and 27.3%	Fall 2010 entering cohort 23%	Current rate is 2% higher than 2006 cohort
Workforce students: Completion rate between 22.3% and 31.5%	Fall 2010 entering cohort 40.0%	Current rate is 11% higher than 2006 cohort
Developmental students: Completion rate between 16.1% and 22.7%	Fall 2010 entering cohort 23.1%	Current rate is 7% higher than 2006 cohort

**Indicator: Student Transition**

**Measure: Transfer Student Enrollment at Baccalaureate Institutions.** WVC has selected student transitions as another indicator toward identifying the success made toward educational achievement. The first quantitative measure provided in looking at student transition success is enrollment at 4-year institution. The transfer student population is utilized for this measure and the target is a rate between 4.2% and 55.7%. The most recent transfer cohort data indicated that 57.2% of the entering cohort successfully transferred within three years of beginning their program at WVC. This rate is 4% higher than the rate five years ago.

**Measure: Post-Program Employment for Vocational Students.** Employment is measured for students with Workforce intent who earned at least 45 credits at WVC before leaving. The employment rate for students who completed a two-year degree is 86%, and is 79% for those with a one-year certificate. For all students who earned at least 45 credits and a 2.0 GPA at WVC prior to leaving, the employment rate is 82%. This rate was equal to the employment rate from 2005, indicating that even though these students left the college during the recession, they were successful in finding employment.

In addition to the services that individual students can access through the Career Center, WVC has expanded its Continuing Education staff to include a part-time business outreach position to ensure good connections with employers in the district, which will further enhance employment opportunities for students.

**Measure: Enrollment/Completion at College Level for Basic Skills/Developmental Students.** A third area that helps WVC determine student success is the movement of students who are not prepared for college at the time of entry into college-level coursework and programs. Basic skills students are meeting the target, with 21% moving to a developmental-level course within three years of first enrolling in basic skills. Of those who transition, 67% are successfully completing courses. While transition rates have been improving, WVC is committed to improvement. An ABE Student Success Coordinator was hired in summer 2013, which will support greater coordination and outreach for this population. The goal of this hire in particular is to see this population succeed in transitioning through the basic skills curriculum and enroll in college-level program pathways. The new Title III grant will also provide additional support for basic skills transition.

### **Indicator: External Certification**

**Measure: Licensure Exam Results.** All program areas with licensure exams – Nursing (LPN and RN), Medical Assistant, Medical Laboratory Technology, and Radiologic Technology – are meeting program goals for pass rates. These exams are taken after graduation and are required for entry into professional practice in the field. Exam pass rates are monitored closely by these programs and their advisory committees.

### **Qualitative Indicators of Educational Achievement**

In addition to the quantitative indicators that support benchmarking and the identification of a target for expected performance, the college monitors and reviews a number of qualitative indicators of educational achievement to be sure that we remain on track for attainment of this core theme. These indicators and the data sources are summarized below.

### **Indicator: Student Learning Outcomes**

#### **Data Source: Class-Based Assessment**

Every course at WVC has a course outline (which is the foundation for every syllabus) that provides the content overview for the course material and the core abilities expected to be taught/exposed in the course. As of last year, all course outlines were updated and reviewed for inclusion of the **core abilities**. At present, an analysis is being conducted from these updated course outlines to determine what class and what program offer a compliment of core abilities. This is so WVC can determine if all of our curricula is offering opportunities for students to be introduced to these common abilities. Once that analysis is done, WVC needs to determine how next to proceed with **evaluating student success** with these core abilities. Two methods are being discussed—the introduction of an e-Portfolio pilot (where students can keep samples of their work from classes that identify certain proficiency with a core ability), and a nationally normed assessment measure of critical thinking, like that of the CCLA. Course outlines are posted online quarterly on the WVC Commons website. [www.commonswvc.edu](http://www.commonswvc.edu) – go to Instructional Administration, click on ‘Curriculum’ in the left-hand navigation menu.

#### **Data Source: Program Outcomes Assessment**

Instructional departments at WVC conduct program-level reviews that are utilized for continuous improvement. The Assessment Committee, a standing governance committee, has managed this process and provided resources for faculty. Program outcomes reports are posted on the WVC Commons website at <http://commons.wvc.edu/ie/outcomes/SitePages/Program%20Outcomes.aspx>. Seventeen program reports were reviewed and updated in 2012-13.

**Data Source: Core Abilities.** The final indicator for WVC to determining success toward educational achievement is the qualitative measure of student learning outcomes. This boils down to what is the **“value added”** to the student experience at WVC. Over a decade ago, WVC identified six core abilities that provided a wedge into the conversation about value added.

Degree and certificate-earning students complete a survey in their final quarter at WVC. The survey includes the following self-assessment of the colleges’ **core abilities**:

*While a student at WVC, I learned to:*

- *Think critically*
- *Communicate skillfully in diverse ways and in diverse situations*

- *Locate, use, and analyze information and technology resources*
- *Act responsibly as an individual and as a member of a team or group*
- *Seek knowledge, information, and diverse viewpoints*
- *Clarify and apply a personal set of values/ethics*

Students rate their attainment of these abilities on a five-point scale. For 2012-13 graduates, there were 422 responses with an average rating of 4.39.

**Data Source: Graduate/Employer Surveys**

Graduate and employer surveys at this time are conducted by individual programs, and are specific to the outcomes for each program. The feedback garnered from these surveys helps determine if WVC graduates are entering the workforce with “value added” skill sets. These results are reviewed by program directors, faculty, and advisory committees. In the coming year, we will explore ways of linking to the WVC Foundation’s new alumni relations efforts to connect with more former WVC students in the workforce and solicit feedback about their preparation.

## **Educational Achievement Conclusion**

Wenatchee Valley College is meeting expectations for attainment of its Educational Achievement Core Theme. Retention, transition, and completion results indicate that students are meeting their educational goals for transfer preparation, preparation for employment, and development of readiness skills needed to transition successfully into college programs.

## **Educational Achievement Discussion Questions**

- What do we know about achievement of the Educational Achievement core theme? Where are we having success? Where is improvement needed?
  
- What data or information is most helpful in understanding this core theme?
  
- What message is important to communicate to the public about performance in this core theme?
  
- Which board policies support achievement of this core theme?

## Support for Learning Scorecard

Objective: WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all of the college's educational opportunities.

### Student Services Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Relationship of student development services to student progress/learning outcomes	Currently tracking retention and completion for CAMP and CCAMPIS participants	CAMP 2012 Performance Report: 25 of 30 objectives met at 100% or more; achievement of other objectives ranged from 72% to 82%  CCAMPIS: 100% of 2010-11 participants graduated or returned in 2011-12	▲  ●
Student satisfaction with services	"Satisfactory" or better on graduation survey/CCSSE/student survey	Spring 2013 student survey: average 3.62 (5-point scale) for student support questions 2012-13 graduate survey: average 3.38 rating (4-point scale) on satisfaction with services	●  ●

### Library Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Support for student learning and core abilities	"Satisfactory" or better on graduation survey/CCSSE/student survey  2013 Library survey	Spring 2013 student survey: average 3.99 on library/website support (5 point scale)  Average rating 4.5 or better (5 point scale) of staff expertise, professionalism, availability	●  ●

### Infrastructure Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Sufficiency of facilities, technology to support student learning	Staff and student surveys – average response "satisfactory" or better	Spring 2013 student survey and Fall 2012 staff survey: average responses "satisfactory" or better on facilities and technology questions	●

● = Result meets target    ▲ = Result is approaching target    ■ = Result is below target

## Support for Learning Narrative

Objective: WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all of the college's educational opportunities.

### Indicator: Student Services Support

#### Measure: Relationship of Student Services to Student Success Outcomes

WVC is expanding its understanding of the impact of student services on student success by identifying students that have received particular services and looking at educational achievement outcomes. Two support activities that are funded by federal grants include retention information for participating students in annual performance reports. The WVC CAMP program was recognized as having the highest first-year completion rate of all 2010-11 CAMP programs: 100% of program participants successfully completed their first year of college. The retention rate for 2011-12 was lower at 67%; the 2012-13 report is not yet completed. The CCAMPIS grant supports WVC's partnership with the Westside High School Early Learning Center to provide affordable, high-quality childcare for students who are parents. In the most recent CCAMPIS performance reporting period, 100% of participating WVC students in 2010-11 graduated or returned to WVC in 2011-12. In 2012-13, 65% of the 26 families using the Early Learning Center's services were WVC students.

**Measure: Student satisfaction with services.** Students provide feedback on college services at several points. Every three years, a district-wide student survey is conducted in day, evening, and online class sessions selected to provide a representative group of transfer and workforce students. The most recent survey was conducted in spring 2013. In the past, we have contracted with the national Community College Survey of Student Engagement (CCSSE), but this year opted to develop our own survey to better tailor it to WVC programs and outcomes of interest. Survey questions asked about satisfaction with college services and the frequency and helpfulness of interactions with a variety of offices. A total of 620 students responded. Questions about student support services received an average response of 3.62 on a five-point scale. Students are also asked for feedback at the time they complete their degree or certificate. In 2012-13, 422 students completed this survey; the average rating on questions about satisfaction with services was 3.38 on a four-point scale.

### Indicator: Library Support

#### Measure: Support for student learning and core abilities

Library instruction and services focuses on two of the core abilities: think critically; and locate, use, and analyze information and technology resources. Library data show continued strong use of printed book collection and electronic resources.

The entire library instruction program is shifting away from simplistic database instruction to a critical thinking model. Librarians are currently updating course content for the library skills course.

Students are asked about library services in both the district-wide student survey and in a survey conducted directly by the library each spring. Results indicate a high degree of satisfaction with library services. Responses to questions about library services and the library website on the district student survey received an average rating of 3.99 on a five-point scale. In the library survey, responses averaged 4.5 or better on a five-point scale to questions about the expertise,

professionalism, and availability of library staff. Library survey results will be further analyzed to associate feedback with academic progress.

**Indicator: Infrastructure Support**

**Measure: Sufficiency of facilities, technology to support student learning**

The most recent Facilities Condition Survey report was received in February 2012. A new survey was conducted in 2013, but the report will not be available until early 2014. Preliminary results provided by the consultant indicate that WVC has addressed the deficiencies identified in the 2012 report where repairs were warranted. The overall age of facilities and insufficient funding for repairs is an ongoing concern. Wells Hall remains the college's priority need for replacement.

Highly integrated, long term technology planning is represented in two activities: the college's area plans and a more detailed plan written by the Technology department. The latter synchronizes 18 projects and incorporates the recent consolidation of the library, technology and distance learning departments. It covers a five year period to include the replacement of the student data system, and addresses network and desktop equipment replacement. Recent improvements include the replacement of the telephone system, development of a virtual desktop infrastructure, and a Google-type interface for searching library content. Remaining tasks identified in the plan include updating the wvc.edu website, implementing the virtual desktop project, and preparing for ctcLink. The Title III grant will also support improvements in data tracking and analysis tools and expansion of the college's technology capacity.

The spring 2013 district student survey, the 2012-13 graduation survey, and the fall 2012 staff survey all have average responses higher than "satisfactory" on questions relating to facilities and technology support.

**Qualitative Indicators of Support for Learning**

In addition to the quantitative indicators that support benchmarking and the identification of a target for expected performance, the college monitors and reviews a number of qualitative indicators of educational achievement to be sure that we remain on track for attainment of this core theme. These indicators and the data sources are summarized below.

**Indicator: Access**

**Data Source: Childcare and transportation services**

The Westside Early Learning Center at Westside High School is available to WVC students and staff on a sliding fee scale basis. In 2012-13, 65% of the families using center childcare services were WVC students.

Wenatchee campus students have free access to Link Transit bus services through a contract with the college paid for by ASWVC student activity funds. In 2012-13, the college supported the purchase of bus passes for Wenatchee campus employees.

**Data Source: Financial support**

**Financial Aid Awards 2007-08 to 2012-13**

Year	Number of Students	Total Aid Amount
2007-08	2182	\$12,668,581
2008-09	2348	\$14,158,336
2009-10	2720	\$17,864,206
2010-11	3043	\$19,813,486
2011-12	3216	\$21,696,597
2012-13	3031	\$22,820,734

In 2012-13, the total amount of aid awarded was higher than the previous year by over \$1.1 million, but 185 fewer students received aid.

**Tuition Payment Plan Participation**

This option allows students the flexibility of making tuition payments in installments rather than having to pay the full amount at once.

Academic Year	Number of Participating Students				Total
	Summer	Fall	Winter	Spring	
<b>2006-07</b>	-	-	147	129	276
<b>2007-08</b>	43	195	157	180	575
<b>2008-09</b>	61	296	234	249	840
<b>2009-10</b>	129	509	328	319	1285
<b>2010-11</b>	134	518	400	368	1420
<b>2011-12</b>	184	567	387	361	1499
<b>2012-13</b>	167	561	386	374	1488

**Data Source: Activities to support environment for teaching and learning**

A broad range of efforts across the college provide support for learning by providing resources for enhancements to the learning environment. Over the past year these have included remodeling of facilities, technology enhancements, and communications through the website and print publications. The Academic Support, Facilities, and Marketing Committees provide vehicles for faculty and staff input into planning and implementation. In 2012, the student web portal was introduced; data from the spring 2013 survey indicate that half of enrolled students are using the portal regularly and find it useful.

Professional development activities also support the environment for teaching and learning. The Professional Development Committee reviews requests for faculty sabbaticals; professional development grants are available to faculty, classified staff, and exempt staff. The Safety Committee provides input to training on safety issues and emergency procedures. The Human Resources department has recently implemented online training resources.

Providing a positive environment for teaching and learning also encompasses prevention of harassment and systems for dealing with disruptive or inappropriate behaviors. The Risk Advisory Team continues to provide training and information for faculty and staff on managing potential risk and dealing with crises. This group has facilitated training, provided information on what to do in difficult situations, and promoted awareness around the college as well as serving as a clearinghouse for information on incidents that may occur on campus.

**Indicator: Distance Learning Support**

**Data Source: Student orientation and support services**

A new online readiness course was developed in 2011-12 and has enrolled over 150 students to date. The course includes an instructor, performance evaluation and clearly stated outcomes. The Educational Planning office developed and piloted an online version of new student orientation in spring 2013. This option provides information on college requirements and navigating through admissions and enrollment processes to students who do not participate in on-campus orientation sessions.

**Data Source: Faculty development and training**

Quality Matters is “a faculty-centered peer review process that is designed to certify the quality of online and blended courses” ([www.qmprogram.org](http://www.qmprogram.org)). Faculty receive training in using the QM Rubric and can then apply that rubric to their own courses or in a peer review process. All of the SBCTC colleges are participants in Quality Matters. Half of WVC’s full-time faculty have had some Quality Matters training. Title III support will increase this number.

**Data Source: Distance Learning Enrollments**

Distance learning enrollment now accounts for approximately 9% of all enrollment. This trend has been steady or slightly increasing. As covered in the collective bargaining agreement with faculty, stipends are provided to faculty members for either curriculum development for a new online course or conversion of a face-to-face course to an online or hybrid format. For fall quarter 2013, over 80 WVC course sections are being offered online and at least five in hybrid format.



## Responsiveness to Local Needs Scorecard

Objectives: WVC’s degrees, programs, courses and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Resource Allocation Related to Demand and Participation	FTE Enrollments	FTE Enrollment targets: Percentage of FTE allocation	2,779 FTEs in 2012-13 = 110% of state allocation	●
	Headcounts:	Transfer: 3235 to 3651  Workforce: 2514 to 2931  Developmental: 1571 to 1809  Continuing Education: 1486 to 2300 Running Start: 306 to 421	Transfer: 3375  Workforce: 2516  Developmental: 1853  Continuing Ed: 1381 Running Start: 516	●  ●  ●  ■  ●
	Local HS graduate capture (enrollment) rate	New data format does not support district-wide summary. New benchmarks as of this year: Of all graduates who go on to college, what percentage comes to WVC?	Largest high schools 56 – 58% Medium high schools 11%-60% Small high schools 25%-79%	●
Industry Relations	Contract and employer-based training	Contract training – additional data needed to benchmark	206 individuals in five companies enrolled	
Economic Development	Economic impact study 2012	Return for students, taxpayers, society WVC contribution to regional economic activity	Total economic impact \$152.8m, representing 3.5% of the regional economy	



= Result meets target



= Result is approaching target



= Result is below target

## Responsiveness to Local Needs Narrative

Objectives: WVC's degrees, programs, courses and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

**Indicator: Demand and Participation**

**Measure: Enrollments**

Enrollment Type and Target Range	2012-13 Enrollment	Five-Year Trend Notes
FTE Enrollment targets: Percentage of FTE allocation  Headcounts: Transfer: 3235 to 3651  Workforce: 2514 to 2931  Developmental: 1571 to 1809  Continuing Education: 1486 to 2300 Running Start: 306 to 421	2,779 FTEs in 2012-13 = 110% of state allocation  Transfer: 3375  Workforce: 2516  Developmental: 1853  Continuing Ed: 1381  Running Start: 516	Enrollment growth has slowed, but FTEs continue to exceed the state allocation  Transfer is up over 600 students since 2008-09. FTEs have been steady for the past three years. Workforce enrollments reached a peak in 2009-10 ; the number of students has declined but those that are enrolled are taking more credits The number of developmental students fluctuates but has declined overall for the past two years Continuing Ed enrollments are up by 170 over the prior year Running Start enrollment was at an all-time high in 2012-13

Demand for transfer programs has been fairly steady for the past several years. Workforce enrollments peaked during the initial economic crisis but continue to remain solid across program areas with no areas of concern at the program level. New program development, including a Retail Management Certificate in Business, the Machinist program, and the expansion of Nursing to include a Bachelor of Science degree, helps to diversify program offerings and meet local employment needs. Continuing Education enrollments in arts and leisure classes has been negatively affected by the economic downturn. The department has continued to offer a selection of personal enrichment courses while expanding employer-based training, in part with the support of Job Skills grants. WVC is offering fast-track CNA training in a newly remodeled lab and is now able to offer clock hours to credentialed teachers.

ABE and ESL enrollments are continuing to rebuild after offerings were pulled back during the economic crisis. Over the past three years, an average of 490 students in ABE and 347 students in ESL were served.

**Measure: Local HS graduate capture (enrollment) rate**

Up through the high school graduating class of 2009, data that tracked the flow of students from high schools to community colleges was provided through the State Board for Community and Technical Colleges. In 2010, a new Education Research Data Center (ERDC) was established at

the state Office of Financial Management to provide enrollment and tracking data from preschool through college. The new reporting systems have resulted in changes to the data that individual colleges can see about high schools in their service areas. To avoid releasing information that could potentially identify specific individuals, high schools with small graduating classes have enrollment rates reported as a percentage range rather than a specific count of students; the size of the range varies from 5% to 20%, with larger ranges for smaller schools. Wenatchee and Eastmont high schools are the only schools in WVC’s service district that are large enough to have student headcounts included in the report. The updated data are presented in the table below for graduating classes from 2009, 2010, and 2011. The “Attending WVC” column represents the percentage coming to WVC of all students from that high school who went on to college the year following graduation.

High School	% Attending WVC			% Attending College			Average Class Size
	2009	2010	2011	2009	2010	2011	2009-2011
Brewster High School	20-29%	11-19%	40-49%	45-49%	50-59%	60-64%	45
Bridgeport High School	20-29%	20-29%	40-59%	50-59%	60-69%	40-49%	33
Cascade High School – Leavenworth	45-49%	45-49%	45-49%	60-64%	65-69%	70-74%	91
Cashmere High School	45-49%	60-64%	60-64%	60-64%	70-74%	60-64%	111
Chelan High School	25-29%	35-39%	30-34%	55-59%	70-74%	65-69%	84
<b>Eastmont Senior High</b>	<b>56%</b>	<b>54%</b>	<b>56%</b>	<b>57%</b>	<b>65%</b>	<b>57%</b>	366
Entiat Middle and High School	40-59%	60-79%	60-79%	50-59%	40-59%	70-79%	23
Liberty Bell Jr Sr High		0-10%	11-19%	50-59%	60-69%	70-79%	37
Manson Junior Senior High School	11-19%	50-59%	40-49%	50-59%	60-64%	70-79%	37
Okanogan High School	20-29%	40-49%	25-29%	60-64%	55-59%	70-74%	53
Omak High School	20-24%	30-34%	25-29%	40-44%	50-54%	60-64%	94
Oroville Middle-High School	0-10%	21-39%	0-20%	55-59%	40-49%	35-39%	39
Pateros High School	21-39%		0-20%	40-59%	50-59%	60-69%	23
Tonasket High School	30-34%	40-49%	11-19%	60-64%	45-49%	50-54%	70
<b>Wenatchee High School</b>	<b>45%</b>	<b>53%</b>	<b>58%</b>	<b>65%</b>	<b>70%</b>	<b>68%</b>	424

**Indicator: Industry Relations****Measure: Contract and employer-based training**

In 2012-13, Continuing Education provided nine contract trainings for five companies serving a total of 206 students. This represents more than a 40% increase in enrollments over last year. A new business development specialist and new non-credit entrepreneurship classes will continue to expand services to businesses.

**Indicator: Economic Development****Measure: Economic impact study**

WVC contracted with Economic Modeling Specialists International (EMSI) to conduct an economic impact study in late 2012. This study calculated the return on investment in WVC from the perspectives of students, taxpayers, and society at large. Taxpayers earn a 7.1% return on public dollars invested in WVC, while students earn 22.7% on their investment of tuition, fees, and the wages foregone by devoting time to attend college. WVC's total contribution to the regional economy is \$152.8 million, representing 3.5% of economic activity in Chelan, Douglas, and Okanogan counties. WVC at Omak contributes \$1.2 million annually to the Okanogan county economy. The largest impact of WVC's presence is the earnings of former students. As students leave WVC and enter the workforce with new skills, this starts a chain reaction in which their higher earnings generate additional consumer spending and increased business output generates additional economic activity. The net contribution to regional income is \$129.8 million. About \$19.4 million (15 percent) of this total productivity is contributed by students from WVC at Omak.

**Qualitative Indicators of Responsiveness to Local Needs**

In addition to the quantitative indicators that support benchmarking and the identification of a target for expected performance, the college monitors and reviews a number of qualitative indicators of educational achievement to be sure that we remain on track for attainment of this core theme. These indicators and the data sources are summarized below.

**Indicator: Industry Relations****Data Source: Advisory Committees**

WVC maintains an active advisory committee for each of its professional/technical program areas. Committee membership and minutes are posted at <http://commons.wvc.edu/instructionaladmin/Advisory%20Committees/Forms/AllItems.aspx>. Instructional administrators and program directors work to ensure that advisory committee interactions are participatory and meaningful. Advisory committee input has contributed significantly to several programs developed in the last few years, including criminal justice (State Patrol, all local city and county law enforcement agencies, tribal law enforcement, US Border Patrol, and corrections) and industrial technology/digital design (Chelan County PUD, Van Doren Sales, and Alcoa). A new ad hoc committee has been advising on the development of the machinist program, and will be formally established before that program begins offering courses. Other local employers are providing informal input to discussions of potential recreation and health-related computer technology program development.

**Data Source: Program development/review of offerings**

Early Childhood Education completed an extensive program redesign in alignment with new statewide standards and developed an AAS-T transfer pathway.

The Natural Resources program was redesigned to focus on transfer with an AAS-T degree pathway.

Other highlights of Workforce Education program changes include:

- Agriculture: community garden/greenhouse project with support from a Perkins Replication Grant
- Business: conversion of the Intro to Law class to Business Law to improve transferability
- Automotive: development of two new lab courses for fall 2013
- Business Computer Technology: began internal discussions to review program and refinement of class scheduling
- Computer Technology: began discussions for a Health Information Technology certificate
- Criminal Justice: developed a dedicated lab in Batjer Hall
- Digital Design: acquired vertical CNC machine as the cornerstone for the new machinist program
- Environmental Systems & Refrigeration Technology: electrical work on the mobile training trailer is complete
- Industrial Technology: successfully implemented Air Washington collaborative project and is participating in development of machinist program
- Nursing implemented an AAS-T pathway and will be transitioning to the transfer-focused option as the primary associate degree for the field, and has submitted an application to SBCTC for the bachelor of science program.

The Developmental Mathematics sequence has been restructured to better support student success and transition to college-level courses. After a transition year, the 'old' course sequence has been discontinued. In addition to the new traditional courses, the department is also offering a self-paced math course allowing students to complete multiple levels of developmental math in one quarter, and a math lab/study skills class.

A new direct transfer agreement for an Associate in Elementary Education has been added in alignment with a statewide model to better serve students intending to pursue a bachelor's degree and elementary teaching credential.

**Indicator: Community Involvement and Support for WVC**

**Data Source: WVC involvement in regional planning**

WVC is involved in regional planning through participation on the following groups:

- Wenatchee Learns – Wenatchee School District
- Chelan-Douglas Regional Law and Justice Committee
- Greater Wenatchee Technology Alliance
- Okanogan County Regional Public Transportation Steering Committee
- Wenatchee Valley Chamber of Commerce
- Initiative for Rural Innovation and Stewardship (IRIS)
- North Central Washington Workforce Development Board
- SBCTC Allocation Task Force
- North Central Washington Economic Development District Board

College representatives also participate in planning through all of the SBCTC commissions and councils. These groups provide input to the legislature and State Board through SBCTC staff and contribute to SBCTC planning activities.

**Data Source: Foundation activities**

The Wenatchee Valley College Foundation organizes a variety of activities that promote community involvement. In 2012-13, these included:

- The second annual “Ski for WVC” event at Mission Ridge
- Winetasia, a fundraising event and celebration of community members who contribute significantly to the foundation and college
- Sponsorship of two Piatigorsky Foundation public concerts in The Grove Recital Hall
- A new bi-annual women’s luncheon that shares information about the college and provides opportunities for community members to meet students and staff
- WVC “Knight at the Wild” and AppleSox games for students, alumni, and employees
- Presenting scholarships to graduating high school students at high school awards ceremonies throughout the district

**Data Source: Partnerships and outreach activities**

WVC maintains formal contracts and agreements with a wide range of other entities. These include instructional agreements with over 20 partners for shared programs, summer institutes, short-term training, and test proctoring. In addition, the clinical education components of WVC’s allied health programs are supported by over 80 agreements with health care facilities around the region and other northwest states to allow students to receive instruction in clinical settings. WVC also provides facility use for a variety of community groups and activities, including the Wenatchee Valley Symphony, the Columbia Chorale, and Write On The River.

Outreach activities include programs designed to connect with underserved groups; providing middle and high school students and parents information about college; “College Goal” financial aid nights where the general public can receive assistance in completing the FAFSA; “Expanding Your Horizons” and “Try a Trade” hands-on workshops for middle and high school students; annual workshops for high school counselors; and the many events and performances on both campuses to which the general public is invited. WVC employees also participate in a wide range of community and volunteer activities; the college was the first corporate member of the Wenatchee Downtown Rotary club.

## **Responsiveness to Local Needs Conclusion**

Wenatchee Valley College is meeting expectations for attainment of its Responsiveness to Local Needs Core Theme. Enrollment is strong across credit programs and is rebuilding in continuing education, adult basic skills, and English as a second language. Advisory committees are active and both workforce and transfer courses and programs have been adjusted to better meet student and employer needs. WVC maintains active connections with the community through its Foundations, advisory committees, and participation on local and regional boards.

## **Responsiveness to Local Needs Discussion Questions**

- What do we know about achievement of the Responsiveness to Local Needs core theme? Where are we having success? Where is improvement needed?
  
- What data or information is most helpful in understanding this core theme?
  
- What message is important to communicate to the public about performance in this core theme?
  
- Which board policies support achievement of this core theme?

## Diversity and Cultural Enrichment Scorecard

Objectives: Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of District 15 will have opportunities to experience diverse and multiculturally rich perspectives through curriculum, educational programs, and special events.

Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Inclusive Environment	Student and staff surveys	“Satisfactory” or better on items related to inclusiveness of college environment	Spring 2013 student survey and Fall 2012 staff survey: all items with ratings at “satisfactory” or better	●
	Student and staff demographics	Performance targets based on demographics in district population: Staff – Hispanic: 20.2% to 22.3% Staff – Native American: 3.3% to 3.5% Students – Hispanic: 20.2% to 22.3% Students – Native American 3.3% to 3.5%	Fall 2013 Staff: 12.2% Hispanic 2% Native American  Total Staff of Color: 17%  Students: 35.1% Hispanic 2.9% Native American  Total Students of Color: 42%	■ ■  ● ▲
	Success of underserved groups	Retention and Completion – reduce achievement gaps SAI Measuring Up cohort data 2009-2012: 3 year average for White students  Transfer completion: 15% per year  Workforce completion: 22% per year  Developmental to College Math transition: 21% per year	SAI Measuring Up report 2009-12:  Native American 14% Hispanic 9%  Native American 10% Hispanic 16%  Native American 20% Hispanic 17%	▲ ■ ■ ▲ ■
Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year Community Engagement: 19 to 56 events/year Cultural: 8 to 30 events/year Entertainment: 6 to 30 events/year Social: 5 to 24 events/year	2012-13: Athletics: 65 events  Community Engagement: 95 events  Cultural: 21 events Entertainment: 10 events  Social: 46 events	●  ●  ● ●  ●

## **Diversity and Cultural Enrichment Narrative**

Objectives: Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of District 15 will have opportunities to experience diverse and multiculturally rich perspectives through curriculum, educational programs, and special events.

### **Indicator: Inclusive Environment**

#### **Measure: Student and staff surveys**

Students participate in a college-wide survey every three years. The most recent survey was conducted in 2013, with 620 students responding. Items related to student engagement with the college had an average response of 3.63 on a five-point scale, while items related to a positive experience had an average rating of 4.42.

Every other year, WVC conducts an employee survey, with the most recent occurring in fall 2012. A total of 147 responses were received. The survey includes questions on seven different themes: cultural focus, communication, collaboration, employee development, ethics, facilities, and student focus. In all areas WVC employees gave an average response of satisfactory or better.

#### **Measure: Student and staff demographics**

These measures look at representation in the student and staff populations of Hispanics and Native Americans, the two largest minority populations in WVC's service district. The college's goal is to have representation on par with the general population. Currently both Native American and Hispanic staff are under-represented compared to the district population. The proportion of is approaching the district population rate, while Hispanic students have exceeded the district average. The success of the CAMP program and outreach partnerships such as GEAR UP that engage students as early as middle school and focus on college readiness for first-generation students have contributed to a steady increase in the number of Hispanic students enrolled in college-credit courses and the designation of WVC as a Hispanic Serving Institution.

The proportion of minorities among WVC employees has increased. The college workforce was approximately 10% minority in 2005, and has been 16% to 17% for the past five years. The rate of change is slow due in part to the low turnover among staff. In 2011-12, 14.3% of new hires were minorities; this increased to 20.6% in 2012-13.

#### **Measure: Success of underserved groups**

As WVC increases its emphasis on improving student retention and completion as indicators of success, it is important to understand if these efforts are having similar effects on all groups of students. Following the practices of models such as Achieving the Dream, WVC is increasing the use of disaggregated outcomes data to track the progress of populations that are traditionally underserved by higher education. In WVC's service district, the two largest minority populations are Hispanic and Native American. As a starting point, WVC is using the disaggregated Student Achievement data recently presented at the TACTC workshop to look at selected outcomes for developmental, workforce, and transfer students.

The results averaged over the past three years show that attainment of minority students is not on par with majority (white) students in transfer completions, workforce completions, and

transitions from developmental to college math. Further research is warranted to better understand the specific factors influencing these differences in group attainment and the strategies that may be effective in improving outcomes for minority students.

**Indicator: Cultural Perspectives**

**Measure: Events for students and the community**

The number of events on the Wenatchee and Omak campuses has remained steady over the past few years in all categories except one. Social events designed to promote student interaction and engagement have increased significantly due to the energies of the ASWVC Senate members on both campuses.

- Athletics: 65 events
- Community Engagement: 95 events
- Cultural: 21 events
- Entertainment: 10 events
- Social: 46 events

**Qualitative Indicators for Diversity and Cultural Enrichment**

In addition to the quantitative indicators that support benchmarking and the identification of a target for expected performance, the college monitors and reviews a number of qualitative indicators of educational achievement to be sure that we remain on track for attainment of this core theme. These indicators and the data sources are summarized below.

**Data Source: Complaint processes**

For the period 7/2012 through 6/2013, there was one student complaint that resulted in a formal investigation. No employee complaints were filed that resulted in a formal investigation. While it is not advisable to set a performance target, an increase in the number of complaints would indicate that there may be concerns about the college environment that should be addressed, so the level of activity is monitored.

**Data Source: Outreach to underserved groups**

WVC continually engages in efforts to reach out to members of underserved groups and connect them to the college. Some of these efforts are ongoing, such as our partnerships with area middle and high schools through GEAR UP, I Am Going to College, and Expanding Your Horizons, as well as participating in or hosting annual community events such as the United Pow Wow, Fiestas Patrias, and Cinco de Mayo. WVC has sponsored "College Goal" financial aid workshops since 2010 in which students and parents are invited to the campuses to receive hands-on assistance and coaching in English or Spanish in completing the standard federal financial aid forms (FAFSA). WVC representatives give numerous presentations in high schools and to community groups that provide information about the college. The CAMP program provides support through the first college year for a specific population of students who have family members engaged in migrant or seasonal agricultural work.

**Data Source: Student learning outcomes related to cultural diversity**

Student learning outcomes assessment takes place at the course, program, and degree level. Learning objectives are defined in all course outlines and are assessed by faculty through such means as student participation, written work, tests and quizzes, assignments, oral presentations, lab assignments, and individual and group projects, performances, or creative works. Student learning outcomes are also identified for each program. WVC has also defined a

set of “core abilities” that degree and certificate completers are expected to attain in the course of their studies at WVC (see <http://www.wvc.edu/programs/core.asp>). The core abilities are:

- Think critically (analyze, synthesize, evaluate and apply, problem solve, reason qualitatively and quantitatively)
- Seek knowledge, information and diverse viewpoints
- Locate, use and analyze information and technology resources
- Communicate skillfully in diverse ways and in diverse situations
- Clarify and apply a personal set of values/ethics
- Act responsibly as individuals and as a member of a team or group

Each course outline identifies which core ability or abilities are addressed within that course. Assessment of these core abilities is currently embedded in course assessment. Many of these learning experiences engage students in learning about diverse cultures and perspectives. An inventory of the core abilities addressed by all courses is underway and will provide the foundation for a broader discussion of how the college documents these learning experiences and synthesizes outcomes.

**Data Source: Student orientation and staff professional development**

The following professional development workshops were organized by Human Resources during 2012-13:

- 8/2012 – Title IX Training for Students
- 4/2012 – Ethics training for all staff
- 8/2012 – customer service training
- 10/2012 – sexual harassment training
- 9/2012 – mandatory reporter training
- 9/2013 – CPR/AED training
- 4/2012 – Myer Briggs training for library/IT staff

In-person student orientation sessions were held on both the Wenatchee and Omak campuses. Students were asked to register in advance for the Wenatchee orientation sessions and provide their student ID number; this will enable additional research on the characteristics of students who participate in orientation and follow-up examination of academic success. In addition, an online orientation has also been developed by Educational Planning staff.

## **Diversity and Cultural Enrichment Conclusion**

Wenatchee Valley College is not fully meeting expectations for its Diversity and Cultural Enrichment core theme. Students and staff are generally satisfied with the inclusiveness of the college environment, and there are a wide range of events and activities that engage students with one another and bring the community onto the college's campuses for cultural and social purposes. Improvements are needed to ensure that the composition of the student body and staff reflect the ethnic diversity of the service area and that under-represented students are attaining outcomes at a rate at least equal to their non-minority peers.

## **Diversity and Cultural Enrichment Discussion Questions**

- What do we know about achievement of the Diversity and Cultural Enrichment core theme? Where are we having success? Where is improvement needed?
  
- What data or information is most helpful in understanding this core theme?
  
- What message is important to communicate to the public about performance in this core theme?
  
- Which board policies support achievement of this core theme?