



***Mission Fulfillment and  
Core Themes***

***2015-16 Results***

## **Mission Fulfillment and Core Themes 2015-16**

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2015-16 academic year.

### **Mission**

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

### **Core Themes**

#### **Educational Achievement**

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.

#### **Support for Learning**

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.

#### **Responsiveness to Local Needs**

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.

#### **Diversity and Cultural Enrichment**

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.

## Mission Fulfillment 2015-16

### Overall Mission Fulfillment Score: 92% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	16	31	32
Support For Learning	7	14	14
Responsiveness To Local Needs	7	14	14
Diversity & Cultural Enrichment	12	18	24
<b>Total</b>	<b>42</b>	<b>77</b>	<b>84</b>

### Educational Achievement Score: 97% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Progress	9	18	18
Student Transition	7	13	14
<b>Total</b>	<b>16</b>	<b>31</b>	<b>32</b>

### Support for Learning Score: 100% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Services	3	6	6
Library	3	6	6
Infrastructure	1	2	2
<b>Total</b>	<b>7</b>	<b>14</b>	<b>14</b>

### Responsiveness to Local Needs Score: 100% Grade: A

Indicators	Score	Possible
7	14	14

### Diversity & Cultural Enrichment Score: 75% Grade: C

Indicators	Score	Possible
12	18	24

## Discussion

There was limited shift in the scores of all indicators in the four core themes. In the 2014-15 Core Theme Indicator report, Wenatchee Valley College (WVC) scored 94% overall in their mission fulfillment rating. This compares to WVC's score of 92% overall for the 2015-16 year. The difference between the two ratings is not so much a decrease in the overall quality offered by the college as a change in measure in a few key areas where new data was available and, in one case, an area where currently the data available is changing to meet national and state program changes.

New to this year’s report is a grading system. When looking at the summary tables above, it should be clear that the grades follow basic traditional academic grading guidelines. Under this type of grading system, an easy evaluation can be made for mission fulfillment, with any score at the C grade level or above considered meeting the college’s mission. This should allow the college to easily represent how well the college is doing in the key areas it monitors to measure institutional effectiveness and mission fulfillment. Also, it allows for quick comparison of past grades to look for improvement and sustained effort.

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Mission Fulfillment Percent</b>	78%	93%	94%	92%
<b>Institutional Grade</b>	C+	A-	A-	A-

The 2012-13 academic year was the first year that actual scoring was assigned to individual indicators. Also, in that academic year report, there was no cumulative score given; only scoring individual indicators. The benchmarks that were applied for that reporting year were very tight. A less restrictive coring structure was applied in subsequent years, which allowed for ongoing monitoring of the college, but allowed the college to make reasonable improvement over time without resorting to drastic action. Still, in consideration of continued strong scores in the current indicator set, pushing the indicator benchmark upward might be in order.

With all of this in mind, WVC is doing well in meeting its core theme indicators at the current level of benchmarks. The college met or exceeded the benchmark of 38 of the indicators, was approaching its benchmark in a single indicator and failed to meet the benchmark in three indicators. The college is having success in meeting its mission.

## Meeting Student and Community Needs

### Student Success

**Points Possible: 100**

**Points Achieved: 100**

#### **Performance Exceeding Benchmark:**

- Retention and completion for Opportunity Grant and Perkins programs; retention for CAMP program
- Skill gains for ABE and ESL students
- Retention and 15 credits earned in the first year for transfer students

#### **Performance Meeting Benchmark:**

- Retention for workforce, developmental, and basic skills students
- 15 credits earned in the first year for workforce, and developmental students
- Degree completion for transfer students
- Degree/certificate completion for workforce students
- Student satisfaction with libraries, facilities, and technology support
- Employment rate for workforce students who left WVC in 2012-13 with at least 45 credits and GPA of 2.0 or higher

#### **Performance Not Meeting Benchmark:**

- None

### Community Engagement

**Points Possible: 100**

**Points Achieved: 91**

#### **Performance Exceeding Benchmark:**

- Representation of Latino students (Wenatchee) relative to district population demographics
- Running Start student participation from smaller high schools in WVC service district

#### **Performance Meeting Benchmark:**

- Enrollment relative to state FTE target
- Continuing Education and contract training enrollments
- Events for students and the community
- Percentage of Running Start students attending WVC at Omak
- Student and employee satisfaction with college environment
- Native American student enrollments for WVC at Omak
- Success of Hispanic and Native American students in moving from developmental to college-level math
- Local High School capture rate

#### **Performance Not Meeting Benchmark:**

- The proportion of Latino and Native American employees relative to student population

## 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 53% and 61%	Fall 2015 to Fall 2016 60%	●
	Workforce students: Fall to fall retention rate between 40% and 56%	Fall 2015 to Fall 2016 59%	●
	Developmental students: Fall to fall retention rate between 42% and 55%	Fall 2015 to Fall 2016 56%	●
	Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2015 to Spring 2016 38%	●
Student achievement point: 1 <sup>st</sup> 15 credits in first year	Transfer students: Point earned rate between 64% and 73%	Fall 2015 entering cohort 67%	●
	Workforce students: Point earned rate between 57% and 77%	Fall 2015 entering cohort 71%	●
	Developmental students: Point earned rate between 56% and 67%	Fall 2015 entering cohort 59%	●
Completion within IPEDS standard of 150% time (3 years for degree, 1.5 years for certificate)	Transfer students: Completion rate between 22% and 26%	Fall 2012 entering cohort 31%	●
	Workforce students: Completion rate between 20% and 54%	Fall 2012 entering cohort 25%	●

### Student Transition Indicators

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Enrollment/completion at 4-year institution	Transfer students: Percentage of students earning a degree within four years after completing AAS between 42% and 46%	426 graduates in 2010-11; 43% (184) earned awards through spring 2015	●
Employment	Workforce students: employment rate between 79% and 86% for students leaving WVC with at least 45 credits and GPA of 2.0 or higher	Students who left WVC in 2014-15: 77.2% employment	▲

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

Transition to college	Former ABE students: enrollment rate in developmental or college-level courses for students in ABE level 4 or GED prep	2015-16: 22%	No target set due to changes in GED
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. (No new student survey since.)	
		2015-16 graduate surveys: average 4.25 (5 point scale) on core abilities;	
		2015-16 graduate surveys average 3.43 (4 point scale) on satisfaction with instruction	
External Certification	100% of programs with external exams meeting pass rate targets	Pass rates: Nursing – RN: 96% (2015) Nursing – LPN: 100% (2015)	
		Radiologic Tech (2015) 100% Medical Lab Tech (2015) 100%	

**Discussion**

The set of Educational Achievement core theme indicators remains very close to levels reported in the 2014-15 report. The only notable change came in the area of the estimated employment rate for workforce students after a year of leaving WVC. This moved up to 77% of students finding employment, up from 75% reported in the prior year, but still below the benchmark of 79 to 86% set in the 2012-13 year report.

**Employment after Leaving WVC**

	2012-13	2013-14	2014-15	2015-16
<b>Est. Employment</b>	79%	75%	75%	77%

An indicator, that has changed, over the four reporting years, examines the number of students who earned 15 credits in their first year at WVC. This indicator is measured by looking at the Student Achievement Indicator (SAI) for students in a given cohort year. For workforce students, this indicator has shown continued progress over the years, moving from 29% of students earning 15 credits in their first year in the 2012-13 reporting year, to 71% of workforce students in the 2015-16 reporting year. This moved the college from a red indicator, or zero point rating, to a green indicator in 2013-14, which has stayed green even though the benchmark was raised in the 2015-16 reporting year.

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

### Workforce Students Earning 15 Credits in 1<sup>st</sup> Year (SAI)

	2012-13	2013-14	2014-15	2015-16
<b>Earned 15 credits SAI Point</b>	29%	57%	62%	71%

Some indicators have remained relatively static over the four reporting years. For example, most of the student retention levels have remained stable over the past four or more years, earning a green indicator, or two points, each year. This grade remained stable even though the benchmark was moved slightly higher in 2014-15. A stable level of success has been seen in the college's external certifications, where in all years, 95% or more of students have passed external certification exams. In most years, at least two of the four areas that have these certifications have had all of their students earning certification. This indicator has remained green and the benchmark for success has needed no modification from its high level for success.

One area of future concern will be measuring student transfer and completion rates at four-year institutions. The reason for this is due to Washington's regional and research universities not currently reporting these data to external agencies other than directly to the Office of Financial Management. It is hoped that the Educational Research and Data Center (ERDC) will begin taking charge of these data in the future and insuring wider distribution of information. In the meantime, it is likely that there will be no new data for this indicator in the 2016-17 reporting year.

Changes in basic adult education, in both the state of Washington and nationally, have impacted data and reporting on indicators. Movement to the High School 21 program and changes in the GED requirements, makes benchmarking difficult. For that reason, for a second year, no target data was set or collected for the indicator. During the 2016-17 year, the state will be setting new success standards, with revised data systems to track student success. It is hoped there will be some historical data available, so that new benchmarks can be set and the indicator will be able to be reported on.

In a similar area of concern, there has been limited survey work done for the indicators in the Education Achievement core theme and for the other themes as well. The last full student survey was conducted in 2013. The goal is to conduct an online survey of students, in spring quarter of 2017, to get more up-to-date and accurate student measures for this report and to support initiatives to help students succeed.

Even with these difficulties, it is clear that WVC is being relatively successful in meeting the indicators and benchmarks for the Educational Achievement core theme. Of the 16 indicators, WVC met or exceeded its benchmark in 15 indicators and closely approached the benchmark in one indicator. In many ways, the core theme of educational achievement is at the heart of what community colleges do and represent the most important indicators of student outcomes and institutional effectiveness (Ewell, 2011).

● = Result meets target     
 ▲ = Result is approaching target     
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### 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	Retention and completion for CAMP, Opportunity Grant, and Perkins participants; retention for advising center contacts	<p>CAMP 2015-16: 1<sup>st</sup> year retention 100%; retention into 2<sup>nd</sup> year 81%</p> <p>Opportunity Grant 2013-14: 97% of students served retained or completed</p> <p>Perkins 2013-14: 133% of completions target; 134% of retention/transfer target</p> <p>Completion Coach: students contacted had 67% fall to winter retention (compared to 75% for all students), 53% fall to spring retention (compared to 63%)</p>	●
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 (No new data)	●
		2015-16 graduate survey: average 3.44 rating (4-point scale) on satisfaction with services	●

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### Library Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Support for student learning and core abilities	“Satisfactory” or better on biennial student survey	Spring 2013 student survey: average 3.99 on library/website support (5 point scale) (No new data)	
		2013 Library survey: Average rating 4.5 or better (5 point scale) of staff expertise, professionalism, availability (No new data)	
		2015-16 graduate survey : Average rating of 3.56 (4 point scale)	

### 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 Winter 2013 staff survey: average responses “satisfactory” or better on facilities and technology questions (No new data.)	

### Discussion

No other core theme is impacted more by the lack of student survey data, than the Support for Learning core theme. Of the seven indicators in this core theme, four are impacted to some degree by the lack of student survey data. As mentioned above, it is hoped in the spring of 2017 an online student survey will be conducted to collect data support to inform these indicators.

Retention rates for various student support programs have remained high over the years. For example, the CAMP and Opportunity Grant programs have shown strong retention rates over the reporting years. The college continues to meet Perkins targets for enrollment and completion of non-traditional students. Also, the new completion coach instituted through the college’s Title III federal grant has shown continued success in reaching students who might have stopped out due to encountering barriers in meeting their educational goals.

#### Support Program Retention Rates

	2012-13	2013-14	2014-15	2015-16
CAMP Retention Rate	82%		85%	81%
Opportunity Grant		92%	96%	97%

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

In two of the indicators, the WVC Graduation Survey was used to provide data on student overall satisfaction with the general student services and library support. This survey is given to all students who earn a certificate or degree in an academic year. This year, general student services received a 3.44 average response rating on a four-point scale. Library services received a 3.56 average response rating. This shows strong student satisfaction with the services they are provided.

		<b>Admission</b>				<b>Registration</b>			
		<i>Omak</i>		<i>Wenatchee</i>		<i>Omak</i>		<i>Wenatchee</i>	
		Academic	Workforce	Academic	Workforce	Academic	Workforce	Academic	Workforce
Very Dissatisfied		0%	8%	1%	1%	0%	8%	1%	1%
Dissatisfied		0%	0%	1%	2%	0%	0%	3%	2%
Satisfied		16%	17%	45%	42%	21%	17%	46%	36%
Very Satisfied		84%	75%	52%	55%	79%	75%	50%	60%

		<b>Financial Aid</b>				<b>Library</b>			
		<i>Omak</i>		<i>Wenatchee</i>		<i>Omak</i>		<i>Wenatchee</i>	
		Academic	Workforce	Academic	Workforce	Academic	Workforce	Academic	Workforce
Very Dissatisfied		0%	0%	4%	3%	0%	0%	0%	1%
Dissatisfied		8%	8%	13%	11%	0%	0%	3%	5%
Satisfied		15%	17%	34%	25%	21%	27%	39%	38%
Very Satisfied		77%	75%	49%	62%	79%	73%	59%	56%

The Support For Learning core theme continues to meet all of its benchmarks, though there are issues in survey data not being readily available to adequately evaluate all of the indicators. However, the most recent graduate survey data indicates that the college is working to help students succeed in their learning and educational goals.

Student support services are an important part of what an institution needs to do in order to be effective as an institution of higher learning (Kuh, et al., 2011). With the core theme and indicators aimed at supporting learning, WVC demonstrates another facet of supporting student success and engagement that leads to students meeting their educational goals and WVC's continued effectiveness.

 = Result meets target     
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### 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	State FTE allocation – meet or exceed	2,531 FTEs in 2015-16 is 101% of state allocation	●
	State FTEs generated:	Monitoring only	Transfer: 1,584 Workforce: 910 Developmental: 295 Basic Skills: 248	
	Headcounts:	Continuing Ed: 1388 to 2110	Continuing Ed: 1427	●
		Running Start: 318 to 522	Running Start: 571	●
	Local HS graduate capture (enrollment) rate	District HS capture rate between 25% and 40%.	Overall estimated district enrollment rate: 36.4%	●
	Small HS outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	2015-16: 17%	●
Avg. number of RS students from smaller high schools: between 141 and 163		2015-16: 249	●	
Industry Relations	Contract and employer-based training	Additional data needed to benchmark	181 individuals	Two years ago 134 students, last year 221.
Economic Development	Economic Impact	Return for students, taxpayers, society WVC contribution to regional economic activity Depending on approach \$120 to \$160 million	EMSI ROI economic impact study (2012) \$152.8m & 3.5% of the regional economy. Rollover estimate of \$114 million.	●

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## Discussion

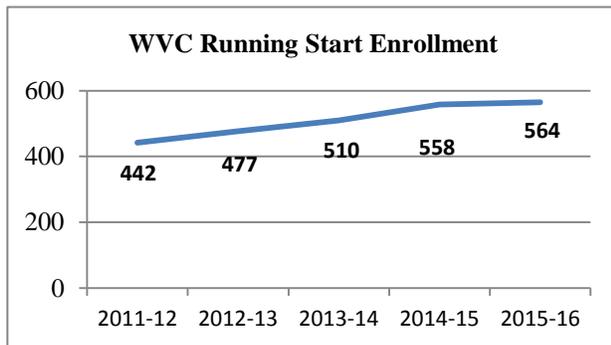
Most of the indicators are centered on measuring WVC’s ability to provide access to the college’s service district and the resulting economic impact that service provides back to the community. All seven of the indicators met or exceeded the set benchmarks. The data surrounding the indicators suggests that WVC is in fact providing educational opportunity to a wide range of students in a variety of programs.

### WVC Enrollments Relative To State Allocation

	2012-13	2013-14	2014-15	2015-16
Annualized State-Supported FTE	2779	2737	2558	2531
Over State Allocation	110%	109%	101%	101%

In the 2015-16 academic year, the college served 2,531 state-supported student annualized FTE. This was 28 FTE (1%) over the allocated 2,513 FTE to WVC by the state. While there has been a decline in enrollments over recent years, the college has continued to meet its allocation targets set by the state for funding purposes. While that allocation process is changing in the 2016-17 academic year, the historical process was closely tied to the college’s part of the state enrollment plan. In other words, the college was generating more enrollment than the state expected the college to generate to meet state projected participating rates for the district.

Outside of the state supported enrollments, the college continued to serve significant types of contract related students. Most common of these types of students are those in Running Start. Running start enrollment has increased 28% over the last five years. This growth will continue into the 2016-17 academic year. Then, due to a slight decrease of high school students in the district in their junior and senior years, there will be a few years of flat growth in Running Start. Other contract funded student groups like continuing education, Tech Prep, industry supported courses, and etc. are expected to follow a similar pattern.



An indicator now has enough data to set a benchmark and be assessed. This is the percentage of district high school graduates

who subsequently attend WVC in the following academic year. These data have been collected and provided to the public by the ERDC for the last four years. There are some caveats that come with these data. First, these data are provided to ERDC by the Office of the Superintendent of Public Instruction (OSPI). As OSPI does not collect these data from the high schools until the following school year, the data will always lag by a year. Second, the ERDC data are based on an estimate of students attending WVC. This is due to a certain amount of difficulty identifying students from high school to college. Changes in name, correction of birth dates, changes in address, etc. hamper ERDC’s ability to match students from one location to the next. With that in mind, WVC can expect to capture at least 25% of the local graduating class. In 2014-15, WVC captured 36% of students.

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

### 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 winter 2015 staff survey: all items with ratings at “satisfactory” or better (No new data)	●
	Student and staff demographics	Targets based on demographics in district population: Students – Hispanic: 20.2% to 22.3% Students – Native American 3.3% to 3.5%	Fall 2015 Wenatchee Students: 37% Hispanic Omak Students: 12% Native American Total Students of Color: 49%	●
		Staff targets based on student demographics	Fall 2015 Staff: 15% Hispanic 1% Native American Total Staff of Color: 20%	■
		Perkins: gender distribution in workforce programs targets	2015-16: 22% of enrollments (125% of target), 19% of completions (126% of target) are nontraditional gender	●
	Success of underserved groups	Reduce achievement gaps: 2015-16 IPEDS completions report:	Associate degrees - 701 completions: White 67%, Native American 2%, Hispanic 26%	■
			Workforce 1-year certificate – 158 completions: White 67%, Native American 1%, Hispanic 21%	■
			Workforce short certificates – 267 completions: White 24%, Hispanic 69%	●
		Reduce achievement gaps: SAI Fall ATD database for transition to college level	Measures for this indicator are changing. Will need to develop new data and benchmarks.	



= Result meets target



= Result is approaching target



= Result is below target

Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year	2015-16: Athletics: 99 events	●
		Community Engagement: 19 to 30 events/year	Community Engagement: 26 events	●
		Cultural: 8 to 23 events/year	Cultural: 20 events	●
		Entertainment: 6 to 15 events/year	Entertainment: 8 events	●
		Social: 5 to 15 events/year	Social: 5 events	●

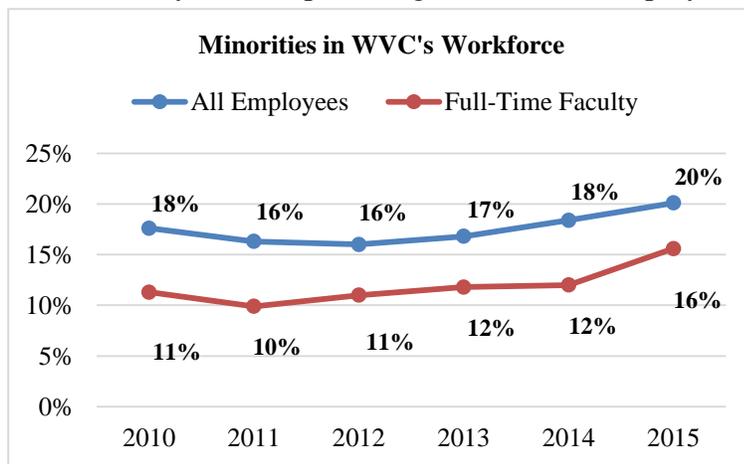
### Discussion

A primary goal of WVC is to be able to match the diversity of its district to the diversity of the college’s student and staff population. In 2015, the district was 30% Latino and 35% of color. In Okanogan County the population was 11% Native American (EMSI, 2017). In all three categories, WVC student population exceeded this diversity mix and has done so in reporting years for the college’s indicators.

#### Diversity of WVC Students

	2012-13	2013-14	2014-15	2015-16
<b>Wenatchee Percent Hispanic</b>	35%	35%	36%	37%
<b>Omakc Percent Native American</b>	13%	13%	12%	12%
<b>Percent Students of Color</b>	47%	47%	48%	49%

Unfortunately, WVC has not yet managed to keep up with its district or student diversity. Over the last five years, the percentage of all WVC employees of color has shifted up 4% from fall quarter of 2011. Faculty has increased their percentage of minorities to about 16%, an improvement of 6% over the same five year time frame. Focusing further on the college’s Latino make up, the college has moved up from being 12% Latino in staff make up, to 15% Latino. Native American make up of college employees remains at about 1% of all staff and faculty. For this gap in diversity of employees of at WVC, the college’s



indicator in this area is deemed to be red and receives no points towards mission fulfillment. WVC is making improvement in its diversity of staff and faculty, but making changes in this area will take time, as attempts to recruit and retain a diverse college community moves forward.

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At the same time WVC’s student community becomes more diverse, students of color are still experiencing a gap in college achievement in two-year degree attainment and one year certificates. In the 2013-14 reporting year, 21% of students receiving two-year degrees were Latino. In 2015-16, the percentage had increased up to 26%. While this is a marked improvement of 5% in just a few years, it still is far from equalizing the attainment rate of white students. The same situation holds true for student of color receiving one-year certificates. So, for both of these indicators, WVC receives a red indicator score and no points towards mission fulfillment.

### WVC Cultural Events

	2012-13	2013-14	2014-15	2015-16
<b>Athletic Events</b>	65	78	70	99
<b>Community Engagement Events</b>	95	19	28	26
<b>Cultural Events</b>	21	14	20	20
<b>Entertainment Events</b>	10	8	10	8
<b>Social Events</b>	46	10	8	5

Finally, the last five indicators reflect the cultural opportunities the college offers to its district community. The mix of those events has varied a little over the reporting years for the core theme indicators. However, it is clear the college offers a reasonable number of opportunities to experience a wide mix of athletic, social and cultural events. These types of activities allow students to connect socially with their college (Tinto, 1987; Kuh, et al., 2011). Studies have repeatedly shown that students who connect to their college socially are more likely to engage academically, be retained and eventually graduate. Further, these events offer our community a chance to meet and interact with WVC’s students, staff and faculty, while enriching the district’s unique mix of culture. It allows WVC to become an active participant of that wider culture.

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