



***Mission Fulfillment and  
Core Themes***

***2016-17 Results***

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

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2016-17 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 2016-17

### Overall Mission Fulfillment Score: 90% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	17	33	34
Support For Learning	7	14	14
Responsiveness To Local Needs	7	11	14
Diversity & Cultural Enrichment	12	19	24
<b>Total</b>	<b>43</b>	<b>77</b>	<b>86</b>

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

Sub-Objective	Indicators	Score	Possible
Student Progress	9	18	18
Student Transition	8	15	16
<b>Total</b>	<b>17</b>	<b>33</b>	<b>34</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: 79% Grade: C+

Indicators	Score	Possible
7	11	14

### Diversity & Cultural Enrichment Score: 79% Grade: C+

Indicators	Score	Possible
12	19	24

## Discussion

There has been some interesting research done on the impact the evaluation of college or university core theme indicators has on institutional improvement. A quick look at some examples, shows that there is uncertainty or understanding on how to develop core themes that truly impact institutional improvement. (Patton, et al., 2014; Steinhardt, et al., 2017; Wilkerson & Wilkerson, 2017). That being said, this report reflects Wenatchee Valley College's (WVC) attempt to monitor its mission and attempts for institutional improvement.

There was some shift in the scores of all indicators in the four core themes. In the 2015-16 Core Theme Indicator report, Wenatchee Valley College (WVC) scored 92% overall in their mission

fulfillment rating. This compares to WVC’s score of 90% overall for the 2016-17 academic year. The downward shift is mostly a reflection in a softening in enrollments due to a stronger economy and lower unemployment rates locally, statewide and nationally. This trend has negatively impacted continuing education and workforce education enrollments. The expectation is that these indicators will continue to see downward pressure in the coming year.

At the same time, there were some indicators that saw improvement from last year. The number of students of color receiving one-year certificates came closer to reflecting the college’s student and community population. Also, while not changing indicator scores, there was strong improvement in student satisfaction with the services and support they received, as reflected in the 2017 Graduation Survey.

This year’s report is a second iteration of the grading system adopted last year. 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>2016-17</b>
<b>Mission Fulfillment Percent</b>	78%	93%	94%	92%	90%
<b>Institutional Grade</b>	C+	A-	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 scoring 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. However, this process would be best left until late spring of 2019, after completing the college’s year-seven accreditation cycle and entering our year-one review of mission, core themes and indicators of success.

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 37 of the indicators, was approaching its benchmark in three indicators and failed to meet the benchmark in three indicators. The college is having success in meeting its mission.

## 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 2016 to Fall 2017 64%	
	Workforce students: Fall to fall retention rate between 40% and 56%	Fall 2016 to Fall 2017 59%	
	Developmental students: Fall to fall retention rate between 42% and 55%	Fall 2016 to Fall 2017 52%	
	Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2016 to Spring 2017 32%	
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 76%	
	Workforce students: Point earned rate between 57% and 77%	Fall 2015 entering cohort 63%	
	Developmental students: Point earned rate between 56% and 67%	Fall 2016 entering cohort 61%	
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 2013 entering cohort 30%	
	Workforce students: Completion rate between 20% and 54%	Fall 2013 entering cohort 23%	

### 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%	510 graduates in 2012-13; 41% (209) earned awards through spring 2017	
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: 82.8% employment	
Transition to college	Former ABE students: enrollment	2016-17: 21% of students took	

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  = Result is below target

	rate in developmental or college-level courses for students in BAEd level 4 or GED prep will be at 20 to 24%.	a college level course.	
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.)	
		2016-17 graduate surveys: average 4.39 (5 point scale) on core abilities;	
		2016-17 graduate surveys average 3.49 (4 point scale) on satisfaction with instruction	
External Certification	100% of programs with external exams meeting pass rate targets	Pass rates: Nursing – RN: 90% (2016) Nursing – LPN: 100% (2016)	
		Radiologic Tech (2016) 100% Medical Lab Tech (2016) 100%	

**Discussion**

The set of Educational Achievement core theme indicators remains very close to levels reported in the 2015-16 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 in 2015-16 to 77% of students finding employment, the up to 83% in 2016-17, which represents a high point since the start of the recession in 2009.

**Employment After Leaving WVC**

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Est. Employment</b>	79%	75%	75%	77%	83%

An indicator, that has changed, over the five 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 and a slight slide in 2016-17 to 63%. 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 2016-17 reporting year.

On a similar note, the percentage of transfer oriented students earning the 15 credit SAI point has fluctuated a great deal over the years, but has shown a slow progressive trend upwards. In 2016-

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17, almost 76% of students earned this point. This is an a historic high mark for transfer students earning the SAI point.

It should be noted that there was one additional indicator this year, as BAEd student tracking has remained sufficiently steady over the last three years to set a baseline score. In 2016-17, WVC did slightly better than the expected 20% of students having taken level 4 BAEd course work enrolling in college level courses the following year.

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

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Earned 15 credits SAI Point</b>	29%	57%	62%	71%	63%

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.

The high level of success in these indicators may suggest that when doing our review of the indicators that that these indicators benchmarks be moved higher or possibly focusing attention to other indicators of 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 are not currently reporting these data to external agencies other than directly to the Office of Financial Management. It has been promised that the Educational Research and Data Center (ERDC) will begin taking charge of these data and reporting these data in 2018.

Changes in basic adult education, in both the state of Washington and nationally, continues to impact data and reporting on indicators. In addition, shrinking enrollments state wide are impacting finalization of reporting indicators for these programs. For that reason, for a third year, no target data was set or collected for the indicator. It is anticipated that in 2017-18 the state will finalize reporting standards for these programs.

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 2018, followed by a nationally normed student survey in the 2018-19 year to get more up-to-date and accurate student measures.

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 all indicators.

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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 2016-17: 1<sup>st</sup> year retention 92%; retention into 2<sup>nd</sup> year 84%</p> <p>Opportunity Grant 2015-16: 94% of students served retained or completed</p> <p>MESA: Received grant in Fall 2017. Will report first data next year.</p> <p>Perkins 2015-16: 138% of completions target; 122% of retention/transfer target</p> <p>Completion Coach: students contacted had 73% fall to winter retention, 64% fall to spring retention</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)	●
		2016-17 graduate survey: average 3.49 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)	
		2016-17 graduate survey : Average rating of 3.62 (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	2017 capital building process for PRR process and 2016-17 graduate survey showed student satisfaction with facilities, but indicated some areas of the college that need improvement.	

## 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, three are impacted to some degree by the lack of student survey data. As mentioned above, it is hoped in the spring of 2018 a student survey will be conducted to collect data support to inform these indicators. Also, in the spring of 2019, it is hoped that the college will conduct a nationally normed student survey.

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.

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**Support Program Retention Rates**

	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
CAMP Retention Rate	82%	[Red]	85%	81%	84%
Opportunity Grant	[Red]	92%	96%	97%	94%

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 3.49 average response rating on a four-point scale. Library services received a 3.62 average response rating. This shows strong student satisfaction with the services they are provided.

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.

Recent studies have shown that resources allocated to student services have significant impacts on student retention (Gansemer-Topf, et al., 2017). With this core theme and its 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.

### 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	2,548 FTEs in 2016-17 is 98% of state allocation	▲
	State FTEs generated:	Monitoring only	Transfer: 1,726 Workforce: 948 Developmental: 275 BAEd: 250	
	Headcounts:	Continuing Ed: 1388 to 2110	Continuing Ed: 1048	■
		Running Start: 318 to 522	Running Start: 710	●
	Local HS graduate capture (enrollment) rate	District HS capture fate between 25% and 40%.	Overall estimated district enrollment rate: 36.1%	●
	Small HS outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	2015-16: 18%	●
		Avg. number of RS students from smaller high schools: between 141 and 163	2015-16: 313	●
Industry Relations	Contract and employer-based training	Data is too volatile to generate a benchmark at this point.	172 individuals	Two years ago 221 students, last year 181.
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 Rollover estimate (2016-17) of \$105 million.	●

#### Discussion

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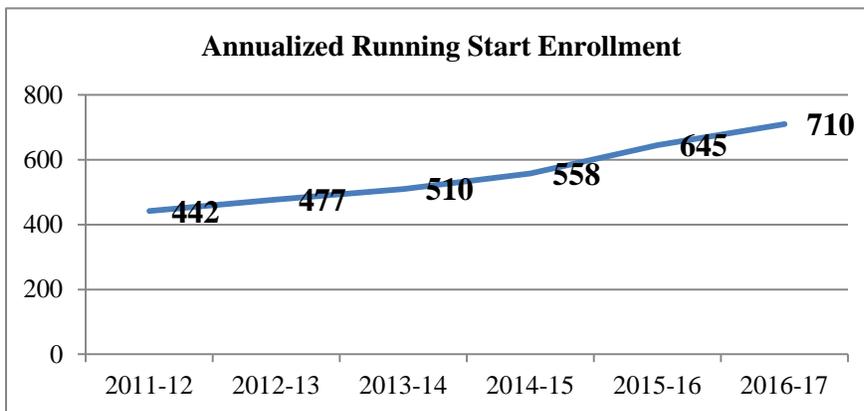
Most of the indicators are centered on measuring WVC’s ability to provide access to the college’s service district and the resulting economic impact that service provides back to the community. Six of the seven indicators met or exceeded the set benchmarks. Unfortunately, while enrollments stayed essentially the same to the 2015-16 academic year, relative to our basic allocation WVC dipped below the 100% mark. This relative decline is met by a sharp increase in Running Start enrollments.

### WVC Enrollments Relative To State Allocation

	2012-13	2013-14	2014-15	2015-16	2016-17
Annualized State-Supported FTE	2779	2737	2558	2531	2548
% of State Allocation	110%	109%	101%	101%	98%

In the 2016-17 academic year, the college served 2,548 state-supported student annualized FTE. This was 51 FTE (2%) under the allocated 2,598 FTE to WVC by the state. Some of the small decline has its roots of a changed allocation model in the 2016-17 academic year. Also, state-wide, Washington’s community and technical colleges saw a decrease in overall enrollments. This impacted the balance to the allocation model, with most college’s see a small increase of FTE allocation 2016-17 allocation, those allocations will adjust to a three year average.

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 49% over the last five years. This growth will continue into the 2017-18 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. Tech prep and outer state supported contract enrollments remained fairly stable in 2016-17. However,



continuing education saw a marked drop in enrollments. These enrollments are highly sensitive to economic factors, with the current favorable employment climate, it was probable that WVC would see a decline in continuing education that will continue until the next labor slowdown.

We are in the second year of measuring 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 five years. WVC can expect to capture at least 25% of the local graduating class. For the 2015-16 high school class, WVC captured 38% 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 2016 Wenatchee Students: 40% Hispanic Omak Students: 13% Native American Total Students of Color: 51%	●
		Staff targets based on student demographics	Fall 2016 Staff: 15% Hispanic 1% Native American Total Staff of Color: 20%	■
		Perkins: gender distribution in workforce programs targets	2016-17: 19.4% of enrollments (118% of target), 15.5% of completions (129% of target) are nontraditional gender	●
	Success of underserved groups	Reduce achievement gaps: 2016-17 IPEDS completions report:	Associate degrees - 720 completions: White 59%, Native American 3%, Hispanic 28%	■
			Workforce 1-year certificate – 172 completions: White 60%, Native American 2%, Hispanic 37%	▲
			Workforce short certificates – 445 completions: White 23%, Hispanic 72%, Native American 2%	●
			Reduce achievement gaps: SAI Fall ATD database for transition to college.	Measures for this indicator are changing. Will need to develop new data.

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Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year	2016-17: Athletics: 86 events	●
		Community Engagement: 19 to 30 events/year	Community Engagement: 30 events	●
		Cultural: 8 to 23 events/year	Cultural: 11 events	●
		Entertainment: 6 to 15 events/year	Entertainment: 6 events	●
		Social: 5 to 15 events/year	Social: 6 events	●

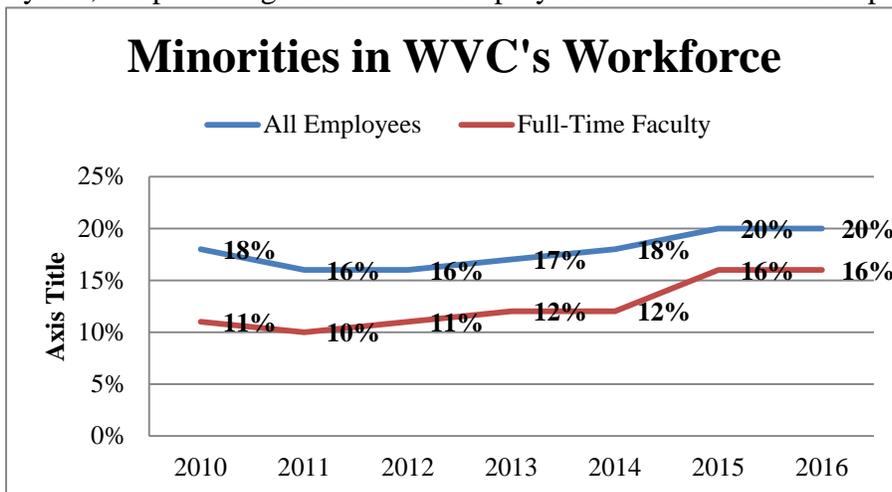
### Discussion

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. Research on the cognitive impact of students interacting with a diverse education environment shows that diversity improves student outcomes (Gunn, et al., 2002) In 2016, 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	2016-17
<b>Wenatchee Percent Hispanic</b>	35%	35%	36%	37%	40%
<b>Omakc Percent Native American</b>	13%	13%	12%	12%	13%
<b>Percent Students of Color</b>	47%	47%	48%	49%	51%

WVC has not yet managed to keep up with its district or student diversity. Over the last six 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



= Result meets target



= Result is approaching target



= Result is below target

college's indicator in this area is deemed to be red and receives no points towards mission fulfillment.

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 2016-17 reporting year, 21% of students receiving two-year degrees were Latino. In 2016-17, the percentage had increased up to 28%. While this is a marked improvement of 7% in just a few years, it still is far from equalizing the attainment rate of white students. The same situation has seen slightly stronger improvement in the last year for student of color receiving one-year certificates.

### 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, 2017). 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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