



***Mission Fulfillment and
Core Themes***

2017-18 Results

Mission Fulfillment and Core Themes 2017-18

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2017-18 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 2017-18

Overall Mission Fulfillment Score: 91% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	17	34	34
Support For Learning	7	14	14
Responsiveness To Local Needs	7	12	14
Diversity & Cultural Enrichment	8	11	16
Total	39	71	78

Educational Achievement Score: 100% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Progress	9	18	18
Student Transition	8	16	16
Total	17	34	34

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
Total	7	14	14

Responsiveness to Local Needs Score: 86% Grade: B

Indicators	Score	Possible
7	12	14

Diversity & Cultural Enrichment Score: 69% Grade: D+

Indicators	Score	Possible
8	11	16

Discussion

The intent of this Mission Fulfillment and Core Themes report is to provide a central set of benchmarks that helps Wenatchee Valley College (WVC) to assess its effectiveness as an institution of higher education and to look for areas for future development and improvement. This evaluation point is a significant step in WVC's ongoing process of evaluation, planning and improvement. The Northwest Commission on Colleges and Universities (NWCCU) requires the institutions it accredits have this type of evaluation as a regular practice in demonstrating institutional mission fulfillment (NWCCU, 2017). Further, recent scholarly research demonstrates the need for colleges to demonstrate that they are seeking to understand the quality and effectiveness of their institution. There continues to be a great deal of discussion on the

process and value of core indicators and how they can be used by colleges for improvement. (Findler, et. al., 2018; Kapitulčinová, 2018; McAffery, 2018; Moore, Coates & Croucher, 2018; Martin, 2018). It is interesting to note that the discussion surrounding college indicators of achievement and improvement has become more international. It shows that WVC’s process is part of a wider movement worldwide to look for ways to assess institutional effectiveness and student learning.

This report represents an inflection point for WVC, as the college completes its current accreditation cycle and moves into a new cycle. At the start of that cycle, it will be necessary to review, evaluate and improve current indicators and benchmarks, seeking to improve how the college looks at its mission and how to fulfill it. Those reading this report are encouraged to look for more effective ways to evaluate WVC’s achievement of its mission and core themes.

Most of the changes in the 2017-18 indicator set were centered on the impact of the declining enrollment of the academic year. In this academic year, for the first time in WVC’s history, the college failed to meet its state-funded enrollment allocation. This moved the indicator for state-funded enrolments from the “yellow” zone to the “red” area of not meeting WVC’s performance expectations. As will be discussed later, the college has started to address this issue and will continue to look for ways to improve state-funded enrollments. At the same time, the college saw record enrollment of Running Start students. These two types of enrollment had significant impact on WVC’s core indicators. A number of indicators moved very close to a “yellow” score, as they moved closer to the indicator threshold. While still in the “green” zone, there was clear downward movement.

Further, there were some changes made in the 2017-18 academic year in the way the college measures some of the indicators. For example, it was felt, by Cabinet and the Board that providing five separate indicators for each type of cultural event unduly weighted scoring. Instead, combining all events into one indicator allowed for greater focus on other areas of diversity and cultural enrichment that need improvement. Making this change impacted how the scoring of indicators for this year was done. Further it impacted prior year’s assessments, when they were updated to the new indicator structure. You will note in the table below that mission fulfillment scores and grades shifted slightly downward when applying the change to past indicator scores. Other changes that have occurred were minor and will be noted in appropriate points in this report.

	2013-14	2014-15	2015-16	2016-17	2017-18
Mission Fulfillment Percent	87%	89%	91%	92%	91%
Institutional Grade	B+	B+	A-	A-	A-

This year’s report used the third iteration of the grading system adopted in 2016. The advantage of this system is to allow those reading the report to make a quick overall evaluation of where the college stands in terms of mission fulfillment understandable to most stakeholders. This year’s summary scores show that WVC demonstrates consistent achievement of its indicators of success for its core themes and mission.

However, the summary does show that the college benchmarks may not be positioned to impel the college to higher levels of achievement. In part, this is the fault of the Director of Institutional Effectiveness, who, being new to the college, asked to freeze the college's benchmarks to allow him time to adjust to and understand the current process. However, it may be necessary to move indicator benchmarks to encourage improved performance, especially with the required review of indicators for the first year of the new accreditation cycle. There will be value in college stakeholders looking at current benchmarks and deciding on what levels will work best to demonstrate college achievement and to drive college improvement.

This year a five-year summary for indicators was added to each core theme of the report. These tables were created to meet requirements for the upcoming NWCCU accreditation evaluation. However, they should be useful for stakeholders in reviewing and assessing fulfillment of the college's mission and core themes. They should further inform discussions that are starting on indicators and benchmarks moving into the next accreditation cycle.

With all of this in mind, WVC indicators of achievement of its mission and core themes continues to meet the college's expected levels of success. The college met or exceeded the benchmark of 34 of the 39 indicators, was approaching its benchmark in two indicators and failed to meet the benchmark in three indicators. Using these indicators of achievement, WVC has met its requirements for mission fulfillment.

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: 84

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:

- 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:

- Enrollment relative to state FTE target
- 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 2017 to Fall 2018 61%	●
	Workforce students: Fall to fall retention rate between 40% and 56%	Fall 2017 to Fall 2018 45%	●
	Developmental students: Fall to fall retention rate between 42% and 55%	Fall 2017 to Fall 2018 48%	●
	Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2017 to Spring 2018 19%	●
Student achievement point: 1 st 15 credits in first year	Transfer students: Point earned rate between 64% and 73%	Fall 2017 entering cohort 77%	●
	Workforce students: Point earned rate between 57% and 77%	Fall 2017 entering cohort 65%	●
	Developmental students: Point earned rate between 56% and 67%	Fall 2017 entering cohort 56%	●
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 2015 entering cohort 28%	●
	Workforce students: Completion rate between 20% and 54%	Fall 2015 entering cohort 29%	●

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%	587 graduates in 2014-15; 42% (246) earned awards through spring 2018	●
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 2016-17: 82.1% 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 BAEd level 4 or GED prep will be at 20 to 24%.	2017-18: 20% of students took 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 2018 stud 3.52 (5 point scale) for student experience questions.	●
		2017-18 graduate surveys: average 4.34 (5 point scale) on core abilities;	●
		2017-18 graduate surveys average 3.37 (4 point scale) on satisfaction with instruction	●
External Certification	100% of programs with external exams meeting pass rate targets	Pass rates: Nursing – RN: 96% (2017) Nursing – LPN: 100% (2017)	●
		Radiologic Tech (2017) 95% Medical Lab Tech (2017) 100%	●

Five-Year Educational Achievement Summary

Key Indicator	Measure	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Student Progress	Retention	Transfer student fall to fall retention between 53% and 61%	60%	62%	60%	64%	61%
		Workforce student fall to fall retention rate between 40% and 50%	50%	53%	59%	59%	45%
		Developmental student retention rate between 42% and 55%	54%	51%	56%	52%	48%
		Basic skills student fall to spring retention rate between 19% and 28%	26%	23%	38%	32%	19%



= Result meets target



= Result is approaching target



= Result is below target

	Complete 15 credits in first year	Transfer students: Between 64% and 73% of students	70%	74%	67%	76%	77%
		Workforce students: Between 57 and 77% of students	57%	62%	71%	63%	65%
		Developmental students: 56 and 67% of students	57%	59%	59%	61%	56%
	Completion time in 150% of degree or certificate	Transfer student completion rate between 22 and 26%	25%	26%	31%	30%	28%
		Workforce student completion rate between 20 and 34%	30%	32%	25%	23%	29%
	Student Transition	Enrollment/completion at four-year institution	Percentage of students earning bachelor's degree in four years after leaving WVC with an associates between 42 and 46%.		45%	43%	41%
Employment		Workforce student employment between 79 and 86% for students leaving with 45 credits and 2.0 or higher GPA	74.60%	74.60%	77%	83%	82%
Transfer to college by adult basic skills		ABE students transitioning to developmental or college level work 20 to 24%				21%	20%

● = Result meets target

▲ = Result is approaching target

■ = Result is below target

Student surveys	Student experience rated above 4 on 5 point scale	4.4 rating	4.42 rating	4.42 rating	4.42 rating	3.52 rating
	Graduate experience rate at 4 on 5 point scale	4.4 rating	4.43 rating	4.25 rating	4.39 rating	4.34 rating
	Graduate satisfaction rated 3.3 on four point scale	3.45 rating	3.45 rating	3.43 rating	3.49 rating	3.37 rating
Student external certification	90% or more of nursing students pass	RN 90%, LPN 98%	RN 96%, LPN 100%	RN 96%, LPN 100%	RN 90%, LPN 100%	RN 96%, LPN 100%
	90% of Radiologic Tech students pass	Radiological Tech 90%, Medical Lab Tech 94%	Radiological Tech 90%, Medical Lab Tech 94 [^]	Radiological Tech 100%, Medical Lab Tech 100%	Radiological 100%, Medical Lab Tech 100%	Radiological 95%, Medical Lab Tech 100%
Possible Points		30	32	32	34	34
Points Earned		28	30	31	34	34
Percent		93%	94%	97%	100%	100%
Grade		A-	A	A	A	A

Discussion

In 2017-18, there were significant changes in Educational Achievement core theme indicators. While these changes did not impact scoring of the indicators, a number of indicators did move close to lower benchmark thresholds.

Retention numbers for workforce, developmental and transitional studies students declined in 2017-18. This drop can be traced directly to a corresponding drop in student enrollment in the academic year. The number of these non-transfer type students dropped nearly 5% over the prior year. When looking closely at the demographic and economic data surrounding these students, it becomes clear that this drop can be closely related to the improving economy of recent years. Also, workforce and transition type students have been shown to be less inclined to enroll in higher education in a strong economy (Slaughter, Slaughter & Rhodes, 2004). In addition, the enrollment drop likely impacted the number of students completing 15 or more credits in the first year.

A new all-college student survey was conducted in the spring of 2018. This provided new data for a number of indicators since the 2012-13 report. Most of the results were similar to those of the prior survey. However, the questions asking students about their satisfaction on their educational experience saw a visible shift from “very satisfied” to “satisfied” in the most recent survey.



= Result meets target



= Result is approaching target



= Result is below target

The employment after leaving WVC indicator has shown marked improvement from 2016 levels. Overall employment of students having completed 45 workforce-related credits with a 2.0 GPA or better remained above the 80% threshold for a second year. As employment is often a stated goal for workforce students, this improved indicator demonstrates an important educational outcome for many of WVC’s students.

Employment After Leaving WVC

	2013-14	2014-15	2015-16	2016-17	2017-18
Est. Employment	75%	75%	77%	83%	82%

Most other indicators have remained relatively static over the 2016-17 academic year. This demonstrates that WVC continues to meet thresholds for its indicators. It is difficult to tell if the stable nature of these indicators is due to the college being as successful as possible in those areas of achievement or the college having reached a plateau in its achievement. It is likely a combination of both. As President Richardson has pointed out on a number of occasions, it is hard to be satisfied with 65% retention of students. It points to 35% of students who are not achieving their academic goals. On the other side, there is not much room for improvement when 100% of students in a program pass external certification exams.

Future discussions on these indicators and their thresholds will take such issues into consideration. Another area of concern is that of actual measurement of indicators. A number of indicators face difficulties in the future in offering reliable data for assessment. Events external to WVC are impacting the college’s ability to track students after they leave the college and to measure their success in employment and at transfer institutions. Also, the move to PeopleSoft in coming years may impact the ability to provide consistent historical data for evaluation of indicators.

These concerns aside, WVC’s core theme indicators surrounding Educational Achievement continue to show the college is working well to provide educational opportunities to its students and that those students are continuing to see success that impacts their lives. It offers a strong case that WVC is working towards meeting its strategic goal of “foster[ing] an environment where students reach their educational goals and direct their own futures.”

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: 1st year retention 96%; retention into 2nd year 85%</p> <p>Opportunity Grant 2017-18: 87% of students served retained or completed</p> <p>MESA: 2017-18 retention rate was 97%. Note that this is not a full year’s retention, as the grant did not start with students in fall of 2017.</p> <p>Perkins 2017-18: 14.1% of completions; 139% of retention/transfer target</p> <p>Completion Coach: students contacted had 61% fall to winter retention, 55% fall to spring retention</p>	●
Student satisfaction with services	“Satisfactory” or better on graduation survey/CCSSE/student survey	Spring 2018 student survey: average 4.28 (5 Point Scale) for student support questions	●
		2017-18 graduate survey: average 3.42 rating (4-point scale) on satisfaction with services	●

● = Result meets target

▲ = Result is approaching target

■ = Result is below target

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 2018 student survey: average 3.71 on library/website support (5 point scale)	●
		2013 Library survey: Average rating 4.5 or better (5 point scale) of staff expertise, professionalism, availability (No new data)	●
		2017-18 graduate survey : Average rating of 3.27 (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	2018 Spring Student survey asked student satisfaction with facilities and technology. Questions scored 3.71 on four point scale.	●

Five-Year Support For Learning Summary

Key Indicator	Measure	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Student Services Support	Retention or completion of students in service Programs	Retention and completion of CAMP, TRIO, Opportunity Grant, MESA and Perkins Grant 90% of program target.	Opportunity Grant 92% grad rate, Perkins 127% of state target	CAMP 85%, Opportunity Grant 67%, Perkins 127% of state target, Completion coach 72% first year retention	CAMP 81%, Opportunity Grant 97%, Perkins 134% of state target, Completion coach 67% first year retention	CAMP 92%, Opportunity Grant 94%, Perkins 122% of state target, Completion Coach 64% first year retention	CAMP 96%, Opportunity Grant 874%, MESA 97% Perkins 139% of state target, Completion Coach 55% first year retention



= Result meets target



= Result is approaching target



= Result is below target

Student satisfaction with services	Student satisfaction with services	Student survey greater than 3.5 in average satisfaction on 5 point scale	3.6 rating	3.6 rating	3.6 rating	3.62 rating	4.28 rating
		Graduate survey satisfaction average greater than 3 on four point scale.	3.2 rating	3.2 rating	3.9 rating	3.49 rating	3.42 rating
Library Support	Student satisfaction with library services	Student survey greater than 3.5 in average satisfaction on 5 point scale	3.9 rating	3.9 rating	3.9 rating	3.99 rating	3.71 rating
		Graduate survey satisfaction average greater than 3 on five point scale.	4.5 rating	4.5 rating	4.5 rating	4.5 rating	4.5 rating
		Library survey service rating above 3 on 4 point scale	3.2 rating	3.2 rating	3.5 rating	3.62 rating	3.27 rating
Infrastructure support	Sufficiency of facilities, technology to support student learning	Student survey satisfaction above 3.5 on 5 point scale	4.2 rating	4.2 rating	4.2 rating	4.0 rating	4.4 rating
Possible Points			14	14	14	14	14
Points Earned			14	14	14	14	14
Percent			100%	100%	100%	100%	100%
Grade			A-	A	A	A	A

Discussion

Three of the indicators for the Support for Learning core theme benefited from the conduct of the 2018 Spring Student Survey. The survey provided these indicators data for the first time in four years. Going forward for these indicators, WVC plans on conducting the Community College Survey of Student Success and Engagement (CCSSE) in 2019. From then on, the goal is to conduct a local student survey and the CCSSE every three years, with a third year for more qualitative or project types of evaluation of student success.

Most of the survey results, both from the Graduate Survey and the Spring Student Survey, had similar results to prior years' surveys. There is one exception, where students expressed greater satisfaction with the services they received in 2018 than they did in 2013. When one drills down

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

to specific items of satisfaction, areas around technology support and advising received significant jumps in satisfaction. Both improved their ratings by almost 15%. Most other service ratings saw improvement, but not by such large amounts. Generally, WVC students are satisfied by the service they receive from the college.

Retention rates for a variety of student service programs remained at exceptional levels when compared to the overall college's fall to fall retention rate of near 62%. In addition to these excellent retention rates, the MESA program had similar rates of retention in its first year, though the program was not fully implemented in fall quarter. One program, the completion coach program, did have a setback in 2017-18. This was mostly due to the departure of the prior completion coach in the spring of 2018, impacting the level of service while a new coach was hired and trained. The expectation is that the new completion coach will be able to quickly catch up and match the prior excellent retention numbers.

The survey question on the student satisfaction with college infrastructure, like buildings and classrooms, changed slightly from the student conducted survey in 2017. The question asked in 2018 used a different response structure ("quality" in 2017, "satisfaction" in 2018) and moved from a five-point scale to a four-point scale. These changes make comparisons between the surveys difficult. However, student response on both surveys was generally very favorable, hence the indicator was once again a "green" rating.

The Support For Learning core theme continues to meet all of its indicator benchmarks. Generally, students are satisfied with the support they receive outside of the classroom. Also, specific student programs aimed at supporting students have seen great success in retaining and fostering student achievement.

As mentioned previously, there needs to be a discussion on the value of the Support For Learning indicators and their benchmarks. While student survey data has great value, it may not be the best way to assess WVC's fulfillment of this core theme. Like Educational Achievement, going into the next accreditation cycle, a careful look at indicators and measures is necessary.

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

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	2,385 FTEs in 2017-18 is 91% of state allocation	
	State FTEs generated:	Monitoring only	Transfer: 1,841 FTE Workforce: 943 FTE Developmental: 206 FTE BAEd: 182 FTE	
	Headcounts:	Continuing Ed: 1388 to 2110	Continuing Ed: 1528	
		Running Start: 318 to 522	Running Start: 858	
	Local HS graduate capture (enrollment) rate	District HS capture rate between 25% and 40%.	ERDC data not available for 2017-18. Last year’s overall estimated district enrollment rate: 36.1%	
	Small HS outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	2017-18: 19%	
		Avg. number of RS students from smaller high schools: between 141 and 163	2017-18: 372 students	
	Industry Relations	Contract and employer-based training	Data is too volatile to generate a benchmark at this point.	2015-16 221 students, 2016-17 181 students, 2017-18 135 students.

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

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 \$106 million.	
----------------------	-----------------	---	---	---

Five-Year Responsiveness To Local Needs Summary

Key Indicator	Measures	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18	
Resource allocation related to demand and participation	FTE enrollments	State FTE allocation met or exceeded	109% of allocation	101% of allocation	101% of state allocation	98% of state allocation	91% of state allocation	
	State FTE generated by type	No benchmark, monitored only for transfer, workforce, developmental and Basic Skills						
	Headcounts	Continuing education student course headcounts 1388 to 2110	1409 enrollments	1727 enrollments	2247 enrollments	2367 enrollments	1528	
		Running Start student headcounts 318 to 522	544 fall enrollment	618 fall enrollment	571 fall enrollment	710 Fall Enrollment	858 fall enrollment	
	Local high school capture rate	District capture rate between 25 and 40%		26%	36.40%	36.10%	36%	
	Small high school outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	12%	12%	17%	18%	19%	



= Result meets target



= Result is approaching target



= Result is below target

		Average number of Running Start students from smaller high schools: between 141 and 163 headcount	199 students	218 students	249 students	313 Students	372 students
Industry relations	Contract and employer based training	Data too volatile to benchmark, but expected to be greater than 150 students.					
Economic development	Economic impact	Estimated return for students, taxpayers, society. it should be higher than \$120 million.	EMSI ROI Study \$152.8 Million, rollover estimate #108 Million	EMSI ROI Study \$152.8 Million, rollover estimate #104 Million	EMSI ROI Study \$152.8 Million, rollover estimate \$114 million	EMSI ROI Study \$152.8 Million, Expense rollover estimate \$105 Million	EMSI ROI Study \$152.8 Million, Expense rollover estimate \$106 Million
Possible Points			12	14	14	14	14
Points Earned			12	14	14	13	12
Percent			100%	100%	100%	93%	86%
Grade			A	A	A	A-	B

Discussion

Most of the Response to Local Needs 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. However, WVC's enrollment of state-supported students continued to decline to a point where for the first time in the college's history the college failed to meet its state enrollment allocation.

WVC Enrollments Relative To State Allocation

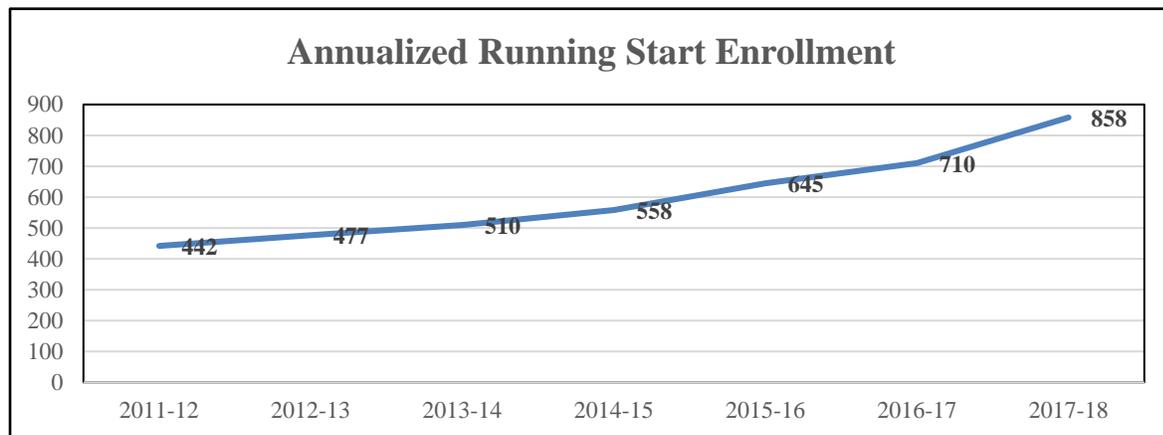
	2013-14	2014-15	2015-16	2016-17	2017-18
Annualized State-Supported FTE	2737	2558	2531	2548	2385
% of State Allocation	109%	101%	101%	98%	91%

In the 2017-18 academic year, the college served 2,385 state-supported student annualized FTE. This was 249 FTE (9%) under the allocated 2,634 FTE to WVC by the state. Some of the decline has its roots in changes made to the allocation model in the 2016-17 academic year.

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

Also, state-wide, Washington’s community and technical colleges saw a decrease in overall enrollments. In other words, this decline in enrollment is a state-wide trend. As mentioned above, the drop is likely caused by a strong economic environment that incentivizes potential students to enter the workforce over pursuing further education.

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 94% over the last seven years. This growth will level into the 2017-18 academic year, as a number of the district’s high schools will see a decline in junior and senior class size. Tech prep and other state-supported contract enrollments remained fairly stable in 2017-18. Continuing Education had relatively strong enrollment, which was contrary to expectations, as they tend to decline in a strong economy.

Unlike the prior two-years, data on high school transition to college is not available from the ERDC. The reason for this is multi-faceted and complex. However, SBCTC is working to develop other sources for this information, so new data for the 2018-19 academic year is expected to be available. Failing new data for the 2017-18 academic year, the prior year’s data was carried over.

Excepting the decline in enrollment, Responsiveness to Local Needs indicators remained strongly positive. However, the drop in enrollment had a major impact for evaluating fulfillment 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 2018 student survey (3.46 on 4 point scale) and winter 2015 staff survey: all items with ratings at “satisfactory” or better	●	
	Student, faculty 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 2017 Wenatchee Students: 41% Hispanic Omak Students: 13% Native American Total Students of Color: 53%	●	
		Faculty & staff targets based on student demographics	Fall 2017 Staff: 13% Hispanic 1% Native American Total Staff of Color: 17%	■	
		Perkins: gender distribution in workforce programs targets	2017-18: 19.4% of enrollments, 18.5% of completions are nontraditional gender. Both are above state targets.	●	
		Success of underserved groups	Reduce achievement gaps: 2017-18 IPEDS completions report:	Associate degrees - 800 completions: White 54%, Native American 3%, Hispanic 27%	■
	Workforce 1-year certificate – 162 completions: White 51%, Native American 1%, Hispanic 37%			▲	
	Workforce short certificates – 275 completions: White 24%, Hispanic 61%, 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.		
	Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year	2016-17: Athletics: 85 events	
			Community Engagement: 19 to 30 events/year	Community Engagement: 47 events	

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

		Cultural: 8 to 23 events/year	Cultural: 24 events	
		Entertainment: 6 to 15 events/year	Entertainment: 25 events	
		Social: 5 to 15 events/year	Social: 33 events	

Five-Year Diversity & Cultural Enrichment Summary

Key Indicator	Measures	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18
Inclusive Environment	Student and staff satisfaction related to inclusiveness to college environment	All survey items have average rating higher than 3.5 on five point scale	4.1 rating	4.1 rating	4.1 rating	4.1 rating (on 5 point scale)	3.46 rating (on 4 point scale)
	Student demographics reflect district population	Based on Washington Office of Financial Management annual population statistics	Wenatchee Campus 35% Hispanic, Omak Campus 13% Native American, Total Students of color 47%	Wenatchee Campus 37% Hispanic, Omak Campus 12% Native American, Total Students of color 49%	Wenatchee Campus 37% Hispanic, Omak Campus 12% Native American, Total Students of color 49%	Wenatchee Campus 40% Hispanic, Omak Campus 13% Native American, Total Students of color 51%	Wenatchee Campus 41% Hispanic, Omak Campus 13% Native American, Total Students of color 53%
	Faculty & Staff demographics mirror those of WVC students	Based on WVC human resource data	Staff 13% Hispanic, 2% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 15% Hispanic, 1% Native American, Total Staff of Color 17%
	Non-Traditional Student Perkins Targets	The college exceeds state targets for percentage of students enrolled in and completion of programs		123% of target enrollment, 121% of completion target	125% of target enrollment, 126% of completion target	118% of target enrollment, 129% of completion target	115% of target enrollment, 122% of completion target

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

	Reduce racial/ethnic achievement gaps as based in IPEDS completions	Completion of associates between groups statistically equivalent	For Associates Degrees - White 64%, Native American 3%, Hispanic 29%	For Associates Degrees - White 66%, Native American 2%, Hispanic 26%	For Associates Degrees - White 67%, Native American 2%, Hispanic 26%	For Associates Degrees - White 59%, Native American 3%, Hispanic 28%	For Associates Degrees - White 54%, Native American 3%, Hispanic 27%
		Completions of one-year workforce certificates between groups statistically equivalent.	For 1-year Certificates White 65%, Native American 3%, Hispanic 27%	For 1-year Certificates White 63%, Native American 2%, Hispanic 25%	For 1-year Certificates White 67%, Native American 2%, Hispanic 26%	For 1-year Certificates White 53%, Native American 2%, Hispanic 37%	For 1-year Certificates White 51%, Native American 1%, Hispanic 37%
		Completions of short-term workforce certificates between groups statistically equivalent.	For short-term certificates White 48%, Native American 3%, Hispanic 22%	For short-term certificates White 18%, Native American 2%, Hispanic 72%	For short-term certificates White 24%, Native American 2%, Hispanic 69%	For short-term certificates White 23%, Native American 2%, Hispanic 72%	For short-term certificates White 24%, Native American 2%, Hispanic 61%
Cultural Perspectives	Events for students and community	WVC will host at least 125 events per year	129 events	136 events	158 events	139 events	214 events
Possible Points			14	16	16	16	16
Points Earned			7	10	10	11	11
Percent			50%	63%	63%	69%	69%
Grade			F	D-	D-	D+	D+

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 2017, the district was 29% Latino and 35% students of color. In Okanogan County the population was 11% Native American (EMSI, 2018). 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

	2013-14	2014-15	2015-16	2016-17	2017-18
Wenatchee Percent Hispanic	35%	36%	37%	40%	41%
Omak Percent Native American	13%	12%	12%	13%	13%
Percent Students of Color	47%	48%	49%	51%	52%



= Result meets target

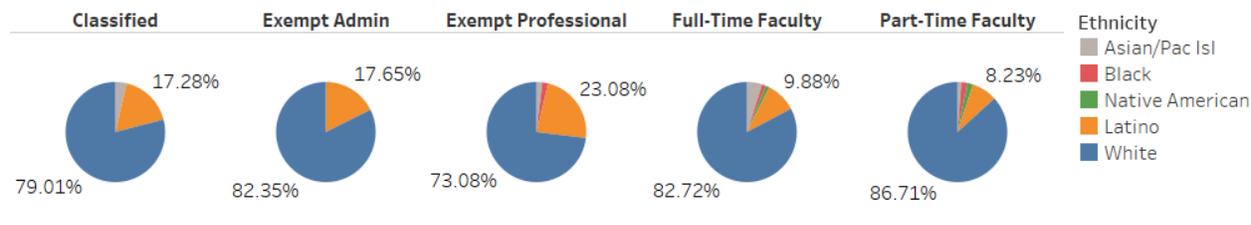


= Result is approaching target



= Result is below target

WVC has not yet managed to keep up with its district or student diversity. Over the last seven 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 time frame. Focusing further on the college's Latino make up, the college has



moved up from being 13% Latino in staff make up, to 15% Latino in 2017-18. 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.

At the same time, as 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 2014-15 reporting year, 25% of students receiving two-year degrees were Latino. In 2017-18, the percentage had increased up to 27%. That is in comparison to the student population being 39% Latino in the same year. While this is a slight improvement, it still is far from equalizing the attainment rate of white students, who received 54% of two-year degrees with 48% of the college population.

This gap can be expressed more directly, where whites had an IPEDs 150% cohort graduation rate of 31% and Latino students had a 150% cohort graduation rate of 28%. This gap has narrowed significantly over the years, but is still significantly different and far from the equity WVC is striving to achieve. It should be noted as positive progress that Latino first-year retention rates now exceed those of whites.

Finally, it was decided last year to modify the measurement of the indicators surrounding WVC events. It was felt that using five indicators to score fulfillment for the core theme and overall mission fulfillment provided too much weighted impact to those events. This year, the five types of events are combined into a single indicator.

WVC is committed to promoting and enhancing the diversity and cultural impact of the educational environment it provides to its students and community. At the same time, there are distinct areas of concern surrounding issues of diversity and cultural enrichment that is reflected in the college's indicators of success. As with other core theme indicators, going into a new accreditation cycle, reviewing and assessing how to measure the college's progress for this core theme will allow the college to plan and improve around this core theme.

References

Findler, F., Schönherr, N., Lozano, R., & Stacherl, B. (2018). Assessing the Impacts of Higher Education Institutions on Sustainable Development—An Analysis of Tools and Indicators. *Sustainability, 11*(1), 1-19.

Gurin, P., Dey, E., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard educational review, 72*(3), 330-367.

Kapitulčinová, D., AtKisson, A., Perdue, J., & Will, M. (2018). Towards integrated sustainability in higher education—Mapping the use of the Accelerator toolset in all dimensions of university practice. *Journal of Cleaner Production, 172*, 4367-4382.

Martin, M. (2018). Using indicators in higher education policy: between accountability, monitoring and management. In *Research Handbook on Quality, Performance and Accountability in Higher Education* (p. 139). Edward Elgar Publishing.

McCaffery, P. (2018). *The higher education manager's handbook: effective leadership and management in universities and colleges*. Routledge.

Moore, K., Coates, H., & Croucher, G. (2018). 13 Understanding and improving higher education productivity. *Research Handbook on Quality, Performance and Accountability in Higher Education, 161*.

Northwest Commission on Colleges and Universities (2017). *Accreditation Handbook*. Redmond, WA.

Slaughter, S., Slaughter, S. A., & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state, and higher education*. JHU Press.

 = Result meets target

 = Result is approaching target

 = Result is below target