



***Mission Fulfillment and
Core Themes***

2018-19 Results

Mission Fulfillment and Core Themes 2018-19

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2018-19 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 2018-19

Overall Mission Fulfillment Score: 91% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	17	33	34
Support For Learning	7	14	14
Responsiveness To Local Needs	7	12	14
Diversity & Cultural Enrichment	7	10	14
Total	38	69	76

Educational Achievement Score: 97% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Progress	9	17	18
Student Transition	8	16	16
Total	17	33	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	11	14

Diversity & Cultural Enrichment Score: 71% Grade: C-

Indicators	Score	Possible
8	10	14

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, 2020). This requirement of NWCCU has changed slightly, with the introduction of new standards in January 2020. Where formerly indicators

needed to be associated with core themes and core theme objectives, this requirement has been removed.

In April 2019, WVC underwent its Seven Year Evaluation with NWCCU. Site evaluators reviewed the college’s Year Seven Self-Study and conducted a site visit. They expressed concern in their evaluation that WVC’s indicators and associated thresholds may not provide meaningful guidance for college improvement (NWCCU, 2019). In particular, they noted that thresholds did not seem to change and push the college forward. However, they considered that indicator thresholds had been frozen for reasonable causes. They suggested that WVC in their year-one process look carefully at indicators and thresholds.

Further, the previous mentioned changes to NWCCU standards require that the college establish indicators of student achievement that should be benchmarked against “peer” institutions. This marks a significant departure in evaluating indicators, moving from college self-evaluation to a comparison model for indicators and college improvement.

With this in mind, WVC will be looking to develop meaningful indicators and thresholds during the first year of the new seven-year accreditation cycle. Many of these indicators will need to have peer data and thresholds. Those indicators may not necessarily fit into WVC’s core themes and will have to be tracked separately. In addition, WVC’s Core Theme Councils (CTC) are engaged in looking at indicators associated with their core theme. They will be looking to suggest to Cabinet and the Board of Trustees changes to the current indicators and thresholds associated with those indicators.

At the end of this year’s year-one cycle, the makeup and structure of WVC’s indicators will likely change significantly. In turn, next year’s mission fulfillment and core theme indicator report may look very different compared to what you see in this report.

Turning to this year’s report and review of WVC’s indicators, there was very little change in the overall scores for the college as a whole. The scoring of indicators remained the same as last year, the college receiving 69 points out of a possible 76 points, for a mission fulfillment score over 91% (A- institutional grade).

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Mission Fulfillment Percent	87%	89%	91%	92%	91%	91%
Institutional Grade	B+	B+	A-	A-	A-	A-

There were two minor changes when looking at the individual core themes. Educational Achievement had one indicator move from achieving its threshold (green) to not meeting but approaching its threshold (yellow). This indicator has to do with developmental students completing 15 college credits in their first year. The percentage of students achieving the threshold dropped from 56% to 53% of these students. This indicator has generally remained a few percentage points above the 56% threshold, but barely met the threshold last year and dropped below in 2018-19. This will be addressed in greater detail later.

The second change was that students receiving associate degrees are now more closely distributed like the ethnic makeup of the college. This moved this indicator from red status to yellow status. Like the short-term certificates of less than a year and certificates of at least one year, WVC has seen marked improvement of the completion rates of its Hispanic students. As noted in the past, our Hispanic student's retention rates now exceed the retention of white students.

2018-19 was added to the historic summary tables, now covering six years. These tables were created to meet requirements for the 2019 NWCCU accreditation evaluation. Their continuation is aimed to provide continual historical context, especially as the process of evaluating indicators and thresholds goes forward in 2019-20.

The 2019-20 academic year should be a year of marked change in how the college views itself. The three recommendations that followed the Year Seven Evaluation and the year-one process for evaluating mission, core themes and indicators will have an impact on how the college marks its progress and the achievement of its students. With that being said, overall, WVC continues to fulfill its mission, as demonstrated by its performance relative to the core theme indicators and their measures of success.

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 2018 to Fall 2019 64.3%	
	Workforce students: Fall to fall retention rate between 40% and 56%	Fall 2018 to Fall 2019 53.3%	
	Developmental students: Fall to fall retention rate between 42% and 55%	Fall 2018 to Fall 2019 50.0%	
	Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2018 to Spring 2019 33.0%	
Student achievement point: 1 st 15 credits in first year	Transfer students: Point earned rate between 64% and 73%	Fall 2018 entering cohort 81.9%	
	Workforce students: Point earned rate between 57% and 77%	Fall 2018 entering cohort 63.9%	
	Developmental students: Point earned rate between 56% and 67%	Fall 2018 entering cohort 52.8%	
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 2016 entering cohort 35.1%	
	Workforce students: Completion rate between 20% and 54%	Fall 2016 entering cohort 21.2%	

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%	In 2015-16 an estimated 44% earned awards through spring 2019. (Data source changed.)	
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 2018-19: 85.8% employment	

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%.	2018-19: 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 2019 stud 3.76 (5 point scale) for student experience questions.	
		2018-19 graduate surveys: average 4.24 (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: 98% (2017) Nursing – LPN: 100% (2017)	
		Radiologic Tech (2018) 100% Medical Lab Tech (2017) 100%	

Five-Year Educational Achievement Summary

Key Indicator	Measure	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Student Progress	Retention	Transfer student fall to fall retention between 53% and 61%	60%	62%	60%	64%	61%	64%
		Workforce student fall to fall retention rate between 40% and 50%	50%	53%	59%	59%	45%	53%
		Developmental student retention rate between 42% and 55%	54%	51%	56%	52%	48%	50%
		Basic skills student fall to spring retention rate between 19% and 28%	26%	23%	38%	32%	19%	33%

	Complete 15 credits in first year	Transfer students: Between 64% and 73% of students	70%	74%	67%	76%	77%	82%
		Workforce students: Between 57 and 77% of students	57%	62%	71%	63%	65%	64%
		Developmental students: 56 and 67% of students	57%	59%	59%	61%	56%	53%
	Completion time in 150% of degree or certificate	Transfer student completion rate between 22 and 26%	25%	26%	31%	30%	28%	35%
		Workforce student completion rate between 20 and 34%	30%	32%	25%	23%	29%	21%
	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%	42%
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%	86%
Transfer to college by adult basic skills		ABE students transitioning to developmental or college level work 20 to 24%				21%	20%	20%

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	3.76 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	4.24 rating
	Graduate satisfaction rated 3.3 on 4 point scale	3.45 rating	3.45 rating	3.43 rating	3.49 rating	3.37 rating	3.42 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%	RN 98%, 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%	Radiological 95%, Medical Lab Tech 100%
Possible Points		30	32	32	34	34	34
Points Earned		28	30	31	34	34	33
Percent		93%	94%	97%	100%	100%	97%
Grade		A-	A	A	A	A	A

Discussion

Overall, there has not been much change in the Educational Achievement indicators. Further, trends that have been moving over the last five years are generally continuing. One change is that indicators dependent on student surveys used results from the 2019 Spring CCSSE survey. WVC has not participated in this survey since 2013. The results from this survey were overall favorable on how engaged WVC students are and how satisfied they are with the education and support WVC provides (CCSSE, 2019). WVC students were in the top 15% of 486 colleges in their perceptions of student effort and student achievement at WVC. This perception is generally reflected in the indicators of Educational Achievement.

Looking at specific indicators, one indicator moved from meeting its threshold to approaching its threshold. This indicator monitors developmental students completing 15 college level credits in the first year of college. This indicator has dropped over the last two years. That it has happened over a similar time period as enrollment has dropped offers a reason for the decline. Reinforcing general enrollment decline, developmental students have been taking a lighter course load. In fall quarter of 2016, developmental students took an average of 12.94 credits. In 2018 it had dropped to 12.81 credits. While this does not seem like a large drop, due to the mix of loads developmental students take, it impacts the number of college level credits they are taking. Also, spread across all developmental students, this is a decline of over 750 student credits.

Fall Quarter Average Developmental Student Credits

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Average Credits	13.23	13.13	12.94	12.83	12.81

An area of marked improvement has been the increasing employment rate of workforce students over the last seven years. In 2013, their employment rate was 74.6%. In 2018 it had risen to 86.2%. This rate is actually higher than most other Washington colleges, where the average is closer to 81%. Some reportable examples of WVC program employment rates are below.

Computer Technology	Early Childhood Ed	Environmental Systems	Medical Assistant	Nursing
86.5%	81.8%	100.0%	94.8%	93.1%

Finally, it is to be noted that transfer student completion rates are as high in 2018-19 as they have been for years that we have data. At 36%, it is generally 6% higher than the college system average. In addition, if one adds the estimated 14.7% of students who transfer before completion, 51% of WVC transfer oriented students are completing and/or transferring to other institutions (Source: 2019 IPEDS Outcomes Survey data).

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 2017-18: 1st year retention 97%; retention into 2nd year 87%</p> <p>TRIO student served: 2018-2019: 140 2017-2018: 140</p> <p>Opportunity Grant 2018-19: 96% of students served retained or completed</p> <p>MESA: 2017-18 retention rate was 95%.</p> <p>Completion Coach: Due to personnel changes, these data are not available.</p>	
Student satisfaction with services	“Satisfactory” or better on graduation survey/CCSSE/student survey	Spring 2019 CCSSE survey: average 3.67 (5 Point Scale) for student support questions	
		2018-19 graduate survey: average 3.51 rating (4-point scale) on satisfaction with services	

Library Support

Quantitative Measures	Benchmark for Expected Performance	Current Data	Result
Support for student learning and core abilities	“Satisfactory” or better on biennial student survey	Spring 2019 CCSSE survey: average 4.47 on library/website support (5 point scale)	
		2013 Library survey: Average rating 4.45 or better (5 point scale) of staff expertise, professionalism, availability (No new data)	

		2017-18 graduate survey: Average rating of 3.73 (4 point scale)	
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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	2019 CCSSE asked several questions on facilities and technology. Questions scored 3.27 on four-point scale.	

Five-Year Support For Learning Summary

Key Indicator	Measure	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
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	CAMP 97%, Trio Registration: 140 students Opportunity Grant 96%, MESA 95%
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	3.67 rating
		Graduate survey satisfaction average greater than 3 on 4 point scale.	3.2 rating	3.2 rating	3.9 rating	3.49 rating	3.42 rating	3.51 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	4.47

		Graduate survey satisfaction average greater than 3 on 5 point scale.	4.5 rating	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	3.73
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	4.1 rating
Possible Points			14	14	14	14	14	14
Points Earned			14	14	14	14	14	14
Percent			100%	100%	100%	100%	100%	100%
Grade			A-	A	A	A	A	A

Discussion

In WVC's Year Seven Evaluation, WVC received a commendation for its commitment to supporting its students. It stated:

The evaluation committee commends Wenatchee Valley College faculty, staff and administration for their accomplishments in making the holistic support of student success a central aspect of the college culture. The college recognizes the importance of supporting all students, including the unique needs of non-traditional, first-generation, and underrepresented students (NWCCU, 2019).

That commendation is reflected in the large amount of green seen for the Support For Learning indicators. Not once has this core theme failed to meet its thresholds, demonstrating the college's commitment to this important part of its mission.

Support for Learning core theme relies heavily on survey data. As mentioned previously, WVC conducted the CCSSE survey in the spring of 2019. That survey showed that student perceptions of WVC's Library and facilities in general were very high. Students' satisfaction and use of support services met indicator thresholds but were generally lower than other areas of the survey. However, they were slightly higher than when the survey was last conducted in 2013. In addition, the rating from the CCSSE is at odds with the prior year's student survey. It is hoped that a more regular schedule of student surveys will allow better tracking of student perceptions. With that in mind, it is hard to tell if the drop from 2018 to 2019 ratings is due to different types of surveys or random one-time error that happens in survey work. This will need to be monitored.

As one looks at the data, it becomes clear that surveys have been somewhat irregular over the last seven years. This makes it difficult to really understand if indicator targets are being met. For example, the last Library Survey was done in 2013, with the corresponding indicator remaining unchanged over that time. As the Support For Learning CTC looks at their indicators in this year-one cycle, they will have a chance to consider the indicators and recommend changes.

Grant services are a shining star at WVC. They continue to provide students with needed services, in most cases helping at-risk student populations to navigate college life. All of the grant areas show excellent results in helping students with retention, persistence and completion at rates well above other WVC students. They provide best practices that the college is trying to incorporate into other areas of the college, like Guided Pathways and WVC's advising practices.

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	2,357 FTEs in 2018-19 is 91% of state allocation	
	State FTEs generated:	Monitoring only	Transfer: 1,870 FTE Workforce: 890 FTE Developmental: 173 FTE BAEd: 204 FTE	
	Headcounts:	Continuing Ed: 1388 to 2110	Continuing Ed: 1599	
		Running Start: 318 to 522	Running Start: 871	
	Local HS graduate capture (enrollment) rate	District HS capture rate between 25% and 40%.	ERDC data not available for 2018-19. Last year’s overall estimated district enrollment rate: 34.7%	
	Small HS outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	2018-19: 23%	
		Avg. number of RS students from smaller high schools: between 141 and 163	2018-19: 396 students	
	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 (2017-18) of \$109 million.

Five-Year Responsiveness To Local Needs Summary

Key Indicator	Measures	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
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	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 enrollments	1599 enrollments
		Running Start student headcounts 318 to 522	544 fall enrollment	618 fall enrollment	571 fall enrollment	710 Fall Enrollment	858 fall enrollment	871 enrollments
	Local high school capture rate	District capture rate between 25 and 40%		26%	36.40%	36.10%	36%	35%
	Small high school outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	12%	12%	17%	18%	19%	23%
		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	396 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	EMSI ROI Study \$152.8 Million, Expense rollover estimate \$109 Million
Possible Points			12	14	14	14	14	14
Points Earned			12	14	14	13	12	12
Percent			100%	100%	100%	93%	86%	86%
Grade			A	A	A	A-	B	B

Discussion

In WVC’s Year Seven Evaluation, WVC received a commendation for its commitment to responding to and meeting the needs of its community. It stated:

The evaluation committee commends Wenatchee Valley College for its responsiveness across the spectrum of workforce, social, demographic, economic and environmental needs throughout the service region. These efforts have been creatively driven by college outreach to provide existing services in unconventional locations; by agile responsiveness to community requests; and by solution-oriented responsiveness to external events (NWCCU, 2019).

This is reflected by the overall ability of the college to meet the thresholds of the Responsiveness to Local Needs indicators. Even as the college has struggled in meeting enrollment allocations, the college has worked hard to provide access to a very large service district, large in terms of area, interests, cultures and diversity.

The enrolment challenge is a real one. The impact of a strong economy has had a clear effect. Employment rates have clearly impacted WVC, with an overall decrease in unemployment near 2% (Source: OFM Employment data).

	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment (State Funded FTE)	2558	2531	2548	2385	2357
Chelan Unemployment	4.7%	4.9%	4.5%	3.6%	3.7%
Douglas Unemployment	5.3%	5.2%	5.4%	4.1%	4.1%
Okanogan Unemployment	5.3%	5.7%	5.0%	4.7%	4.7%

WVC continues to offer excellent return on investment, with an economic impact averaging 2.71 times every dollar allocated to the college. It continues to capture about a third of all students leaving district high schools. Approximately 29% of its enrollment is taken up by Running Start students. It offers continuing education opportunities to almost 1600 students.

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	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.	Fall 2018 Wenatchee Students: 42% Hispanic Omak Students: 13% Native American Total Students of Color: 54%		
		Faculty & staff targets based on student demographics	Fall 2017 Staff: 14% Hispanic 1% Native American Total Staff of Color: 19%		
		Perkins: gender distribution in workforce programs targets	2017-18: 19.4% of enrollments, 18.5% of completions are nontraditional gender. Both were above state targets. Data not yet available for 2018-19.		
	Success of underserved groups	Reduce achievement gaps: 2018-19 IPEDS completions report:	Associate degrees - 804 completions: White 53%, Native American 3%, Hispanic 34%		
			Workforce 1-year certificate – 198 completions: White 44%, Native American 2%, Hispanic 40%		
			Workforce short certificates – 237 completions: White 35%, Hispanic 54%, 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: 180 events	
			Community Engagement: 19 to 30 events/year	Community Engagement: 52 events	

		Cultural: 8 to 23 events/year	Cultural: 25 events	
		Entertainment: 6 to 15 events/year	Entertainment: 24 events	
		Social: 5 to 15 events/year	Social: 47 events	

Five-Year Diversity & Cultural Enrichment Summary

Key Indicator	Measures	Benchmarks	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Inclusive Environment	Student and staff satisfaction related to inclusiveness to college environment	All survey items have average rating higher than 3.5 on 5 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)	3.46 rating (no new survey)
	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%	Wenatchee Campus 42% Hispanic, Omak Campus 15% Native American, Total Students of color 54%
	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%	Staff 14% Hispanic, 1% Native American, Total Staff of Color 19%
	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	

	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%	For Associates Degrees - White 53%, Native American 3%, Hispanic 34%
		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 44%, Native American 2%, Hispanic 40%	For 1-year Certificates - White 44%, Native American 2%, Hispanic 40%
		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%	For short-term certificates - White 35%, Native American 2%, Hispanic 54%
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	328 events
Possible Points			14	16	16	16	16	14
Points Earned			7	10	10	11	11	10
Percent			50%	63%	63%	69%	69%	71%
Grade			F	D-	D-	D+	D+	C-

Discussion

In WVC's Year Seven Evaluation, WVC received a commendation for its commitment to create a welcoming, diverse environment for all of its community. It stated:

The evaluation committee commends Wenatchee Valley College for genuine efforts to create a diverse, welcoming and inclusive environment for students, faculty and staff of all backgrounds. These efforts are notable for the breadth and depth of the work and for the pride in success that is evident throughout the Wenatchee Valley College community (NWCCU, 2019).

Of all the core themes, this is not well represented in the indicators for the Diversity & Cultural Enrichment core theme. The reason for this is that measuring a diversity and culture climate is very, very difficult. In addition, making meaningful changes in these areas requires a strong commitment and time. In this respect, the accreditation evaluation is correct. WVC has a commitment to improve over time. It can be seen in the improvement that has been made in

retention and completion rates of students of color. It can be seen in event offerings, with those aimed at celebrating the diversity of the district increasing in frequency and attendance.

An example of this difficulty is found in the improved indicator for the proportion of associate degree completions by ethnicity as compared to the proportion of students by ethnicity. This is a difficult measure, trying to show that associate degree completions mirror the ethnic makeup of the college’s students. Represented as it is in the indicator chart makes it difficult to understand. However, a better representation can be seen in the table below.

**Proportion of Associate Degree Completion Ethnicity
Compared to Proportion of Student Ethnicity (IPEDS)**

	2016-14		2017-18		2018-19	
	Completions	Students	Completions	Students	Completions	Students
White	59%	51%	54%	51%	53%	49%
Hispanic	28%	39%	27%	37%	34%	40%
American Indian	3%	2%	3%	2%	3%	2%
Other	10%	8%	16%	10%	10%	9%

Looking at the table for 2018-19, one can see that WVC’s students are proportionally 40% Hispanic, but the proportion of degrees earned by ethnicity was 34%. This is closer than to being equivalent than in prior years. In the future, simply comparing completion rates for each ethnicity might be more effective.

To supplement the view the Diversity & Cultural Enrichment indicators can provide, a look at WVC strategic goals and objectives would be helpful. They are:

Goal 23.4: To achieve equity, Wenatchee Valley College will become a more inclusive, diverse and culturally rich institution that establishes a thoughtful and respectful learning environment.

Objective 23.4.1: Double international enrollment.

Objective 23.4.2: Create a college-wide diversity strategic plan.

Objective 23.4.3: Strive to increase the diversity of our faculty to more closely reflect our diverse students and the community.

Objective 23.4.4: Develop an inclusive working environment to support and retain diverse faculty and staff.

Objective 23.4.5: Use universal design principles to make Wenatchee Valley College fully accessible.

Objective 23.4.6: Increase diversity course offerings and implement a diversity requirement for program completion.

Objective 23.4.7: Improve college relationships among faculty and staff to support open, respectful and inclusive discussions on diversity.

WVC has an active international staff that is working to increase international enrollment. Admitted, this would not be hard to do from having 7 international students in 2014-15 to 11 students in 2018-19. However, these students offer a great chance to expand WVC’s horizons and culture.

WVC has begun to build its diversity strategic plan. This was delayed a year, but there is an active committee that will work through the 2019-20 year to meet this objective. Universal design elements are beginning to show at the college, with the development of gender-neutral bathrooms. In the Wells Hall replacement, the design will be more accommodating of student's physical and emotional needs. The number of diversity courses is now just under 30 and will likely expand to over 30 in the coming year. WVC continues to build the diversity of its staff and faculty. Staff diversity is making stronger progress, but faculty diversity is improving too. This is a more qualitative way of looking at WVC's progress in diversity.

The Diversity & Cultural Enrichment CTC is actively working on indicators that will better measure WVC accomplishments in diversity and culture, while setting thresholds that will challenge the college to do more to improve.

References

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