



**2020-21 Core Theme Indicator and Mission Fulfillment
Report: Educational Achievement**

WVC Board of Trustees

February 2022

Mission Fulfillment and Core Themes 2020-21

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2020-21 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 is committed to diversity, equity and inclusion for all students and employees and 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 equitable access to the college's educational opportunities. Programs and services will be culturally and personally relevant to support exploration and growth as WVC affirms and respects diverse developing and achieved identities, goals and viewpoints.

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

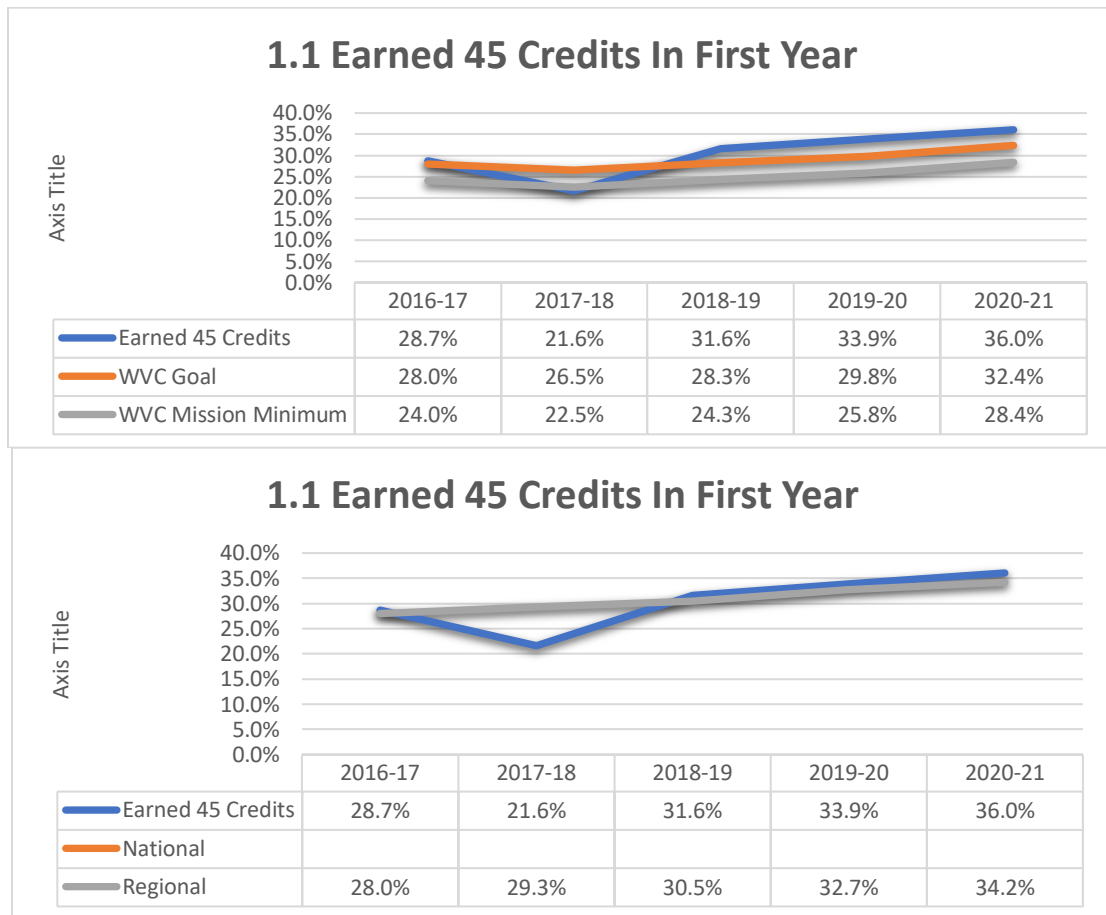
Students and staff will be supported by practices and policies that create an inclusive environment for learning and work. The college community and residents of District 15 will have opportunities to experience diverse and multiculturally rich perspectives through curriculum, educational programs, and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

Educational Achievement Core Theme Indicators and Measures

Core Theme	Indicator	Measure
Education Achievement	1.1 Credit Attainment (Persistence)	Percent of students who ear 45 credits in first year.
	1.2 Fall to Fall Retention (Retention)	Percent of fall quarter students attending the subsequent fall quarter.
	1.3 Course Completion Rate (Completion)	Percentage of students completing college level course work at a grade level of a C or better.
	1.4 Graduation Rate (Achievement)	Percent of students completing a degree or certificate in 150% of intended time.
	1.5.1 Transfer Rate for Academic Students (Post-Grad Success)	Percent of academic oriented students who transfer to a four-year institution.
	1.5.2 Employment Rate of Workforce & Trade Students (Post-Grad Success)	Employment rate of job preparatory students after having left WVC for one year.
	2.1 WVC assesses student learning outcomes and uses those assessments to improve student learning.	Percent of instruction program's area plans demonstrating active collection, analysis and use of student learning outcomes for the program.

1.1 Credit Attainment (Persistence)

Measure: Percent of students who earn 45 credits in first year.



Link to disaggregated measures for Indicator 1.1: [WVC Mission Webpage](#)

Goal: +2% of five year running average

WVC Mission Fulfillment Level: -2% of five year running average

Sources: **WVC, student transcript data**
 Regional, SBCTC FTEC Database
 National, still looking for source

Discussion:

Students completing 45 credits in their first year is a long-standing indicator of success for WVC. It was originally included in the 2010 indicators used in WVC's participation in the NWCCU pilot study of a seven-year accreditation cycle, with new standards. Also, the indicator is part of the metrics for SBCTC's [Student Achievement Initiative](#) (SAI), which provides performance funding for colleges who improve their metrics.

For the most part, WVC has shown improvement on this indicator over time. There have been exception years, like 2017-18, which had an unexpected drop of 7% from the prior year. The reason for that drop is less than clear, but one possible reason was losing a success coach that

had been funded by a title III grant. However, over the last five years, WVC has improved the number of students attaining 45 credits in the first year by 8%.

The importance of this indicator is that credit attainment has been shown in most national studies on college completion to be one of three key factors in predicting college success. That is why it was included in SAI and why WVC uses it as an indicator of success. For WVC students, if a student can reach 45 credits in their first year, they are almost three times more likely to complete a certificate or degree ([SBCTC FTEC Dashboard](#)).

There are some clear gaps in student populations achieving 45 credits in the first year. The age of the student plays a significant role in credit attainment. Student over the age of 24 years generally reach the 45-credit threshold about 8% of the time. These students are more likely to be part-time students, making the 45 credits in a year impossible unless the student takes full loads in at least one quarter or takes summer courses.

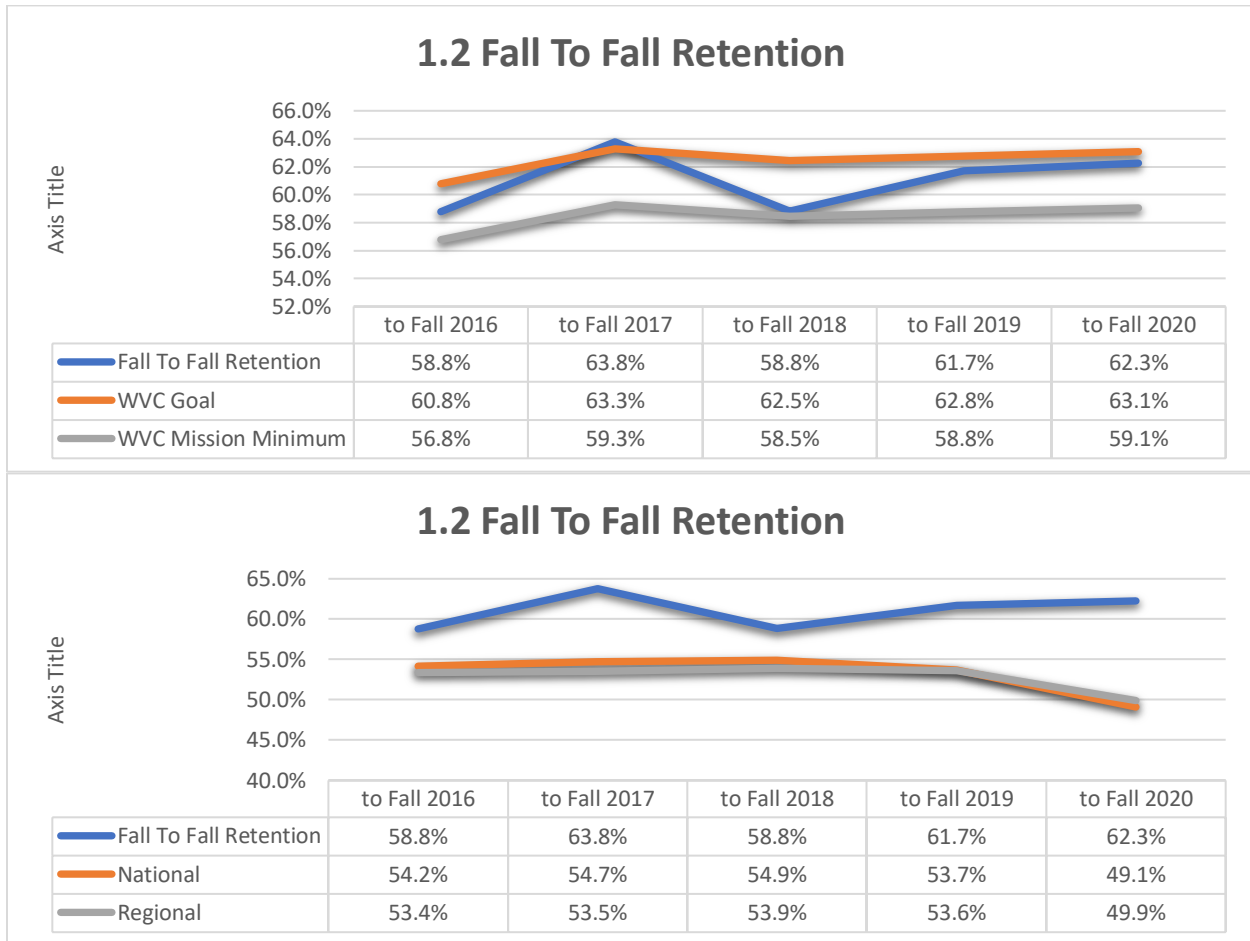
Also, students with lower economic resources tend to be 12% less likely to attain 45 credits. Again, these students are more likely to be part-time students. Even students who receive need based financial aid struggle to reach 45 credits, as other economic issues, like child care and work, can impact credit attainment.

While Black and Native American first-year cohorts are often too small to publicly document, these students lag in attaining 45 credits in the first year. Combined, these populations are usually not reaching this threshold, with only about 12% reaching the threshold. Latinx students reaching this threshold have fluctuated over the years, but generally improved while lagging behind white student levels. However, in 2020-21 Latinx numbers exceeded those of white students for the first time.

There are clear gaps on this indicator for older students and students of color. The good news here is that there are many areas of support to help students. Students who participate in WVC's grant programs are generally at or exceed the overall student percentage, as CAMP, TRIO and MESA all emphasize students taking full class loads each quarter. It is hoped that advising supported by Guided Pathways work will further improve this indicator over time.

1.2 Fall to Fall Retention (Retention)

Measure: Percent of fall quarter students attending the subsequent fall quarter.



Link to disaggregated measures for Indicator 1.2: [WVC Mission Webpage](#)

Goal: +2% of five year running average

WVC Mission Fulfillment Level: -2% of five year running average

Sources: WVC, Data Warehouse

Regional, SBCTC FTEC Database

National, NCES IPEDS Fall Enrollment Institutional Data

Discussion:

Similar to Indicator 1.1, fall to fall retention has been a long-standing indicator of success for WVC. While this indicator is not part of SAI, fall to fall retention has been a criteria for examining student success dating back to the early 1980s in Washington. Examples of using this measure include the past Transfer Ready program, Prepared for Work, Ford Foundation's National Completion Initiative, and others.

WVC's retention rates have generally been higher than most of the colleges in the Washington community college system. Also, over the last five years, WVC's retention rates have exceeded

national averages for predominantly two-year institutions. From fall of 2019 to fall 2020, WVC's retention rate was at least 12% higher than state and national averages.

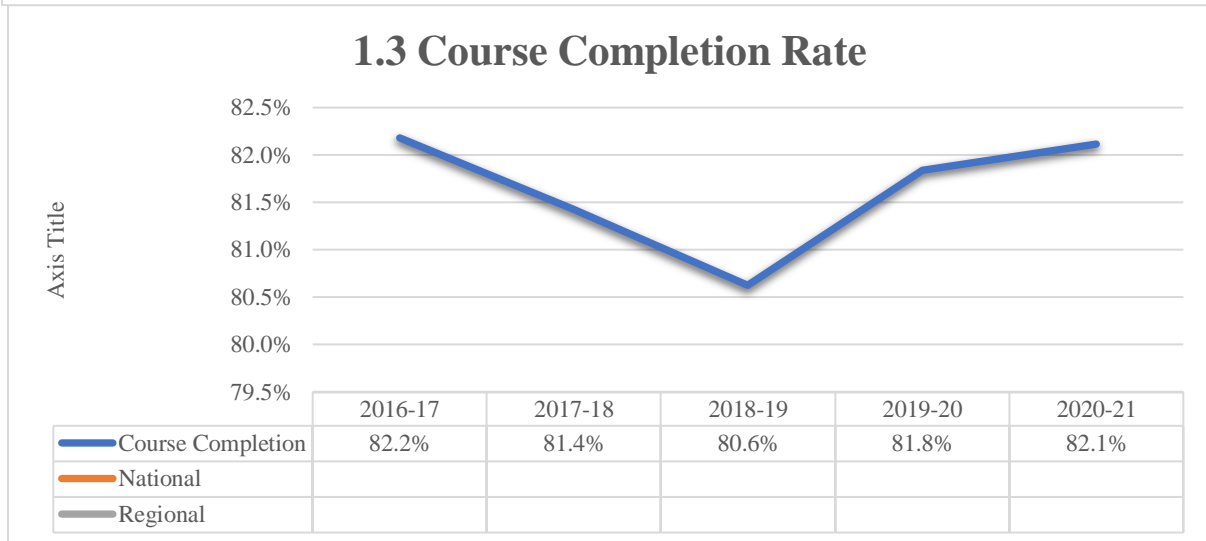
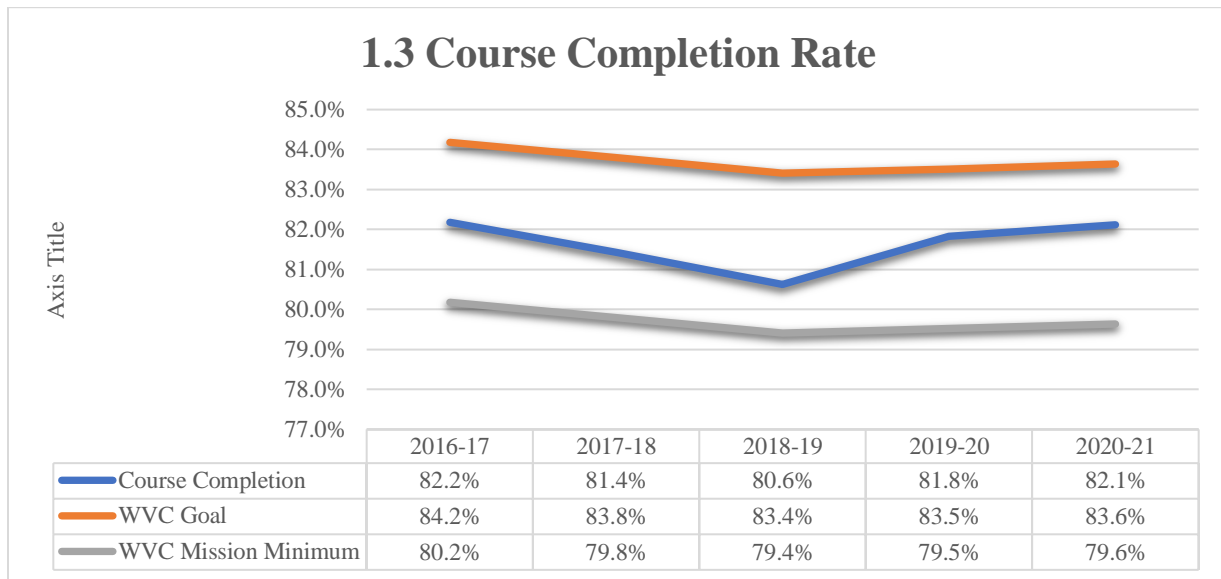
While this is laudable, the converse situation must be stated. If our retention rate is at 62%, this means that 38% of students were not retained from fall 2019 to fall 2020. These students represent WVC's most vulnerable populations and demonstrate the need for continued improvement. While 100% retention is not possible, WVC still has a lot of work to do in retaining its students. Likely, with the Covid-19 years to come into indicator reporting, we will see an impact on retention for which WVC will need to work to recover from.

Again, students over 24 years of age struggle with this indicator of success. Their retention rates tend to lag 20% or more behind that of college age students. Again, these students tend to see themselves as being more part-time, taking classes when other obligations are met. This is reinforced by the fact that part-time student retention rates also lag about 20% behind full-time student rates. Also, they tend to be more susceptible to economic forces. Again, with those receiving need based financial aid, lagging behind those who do not receive aid.

Over the last five years, Latinx retention rates have been close to those of white students. In some years, their retention rates have even been slightly better than white students'. However, Black and Native American retention rates lag far behind those of both white and Latinx students, usually around 25-30% lower. Public reporting for these populations can be hard due to their cohort size, but the data is clear that retention of these students is a point of concern. It should be noted here that grants and programs like CAMP that are aimed at our Latinx students have played a significant role in bringing up WVC retention rate overall and especially for Latinx students.

1.3 Course Completion Rate (Completion)

Measure: Percentage of students completing college level course work at a grade level of a C or better.



Link to disaggregated measures for Indicator 1.3: [WVC Mission Webpage](#)

Goal: +2% of five year running average

WVC Mission Fulfillment Level: -2% of five year running average

Sources: WVC Student Transcript Data

Regional, Still being arranged

National, looking for a source for two-year colleges

Discussion:

NWCCU standards only mention a need for colleges to measure “completion” ([Standard 1.D.2](#)), but does not define what counts as a completion. In fact, the [accreditation handbook](#) lists two types of completion being acceptable for college measurement for student achievement, that of

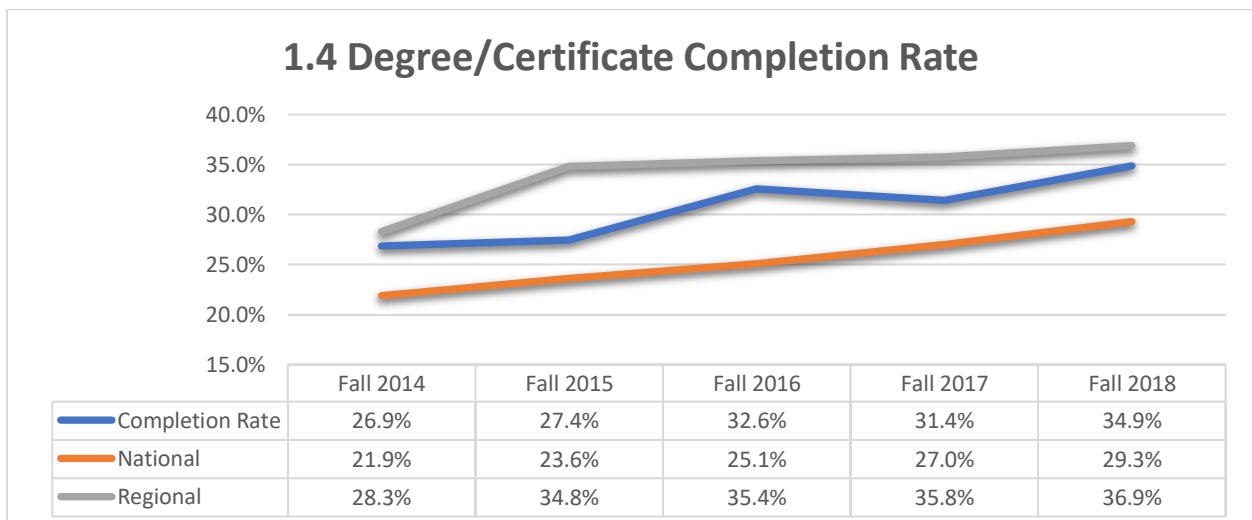
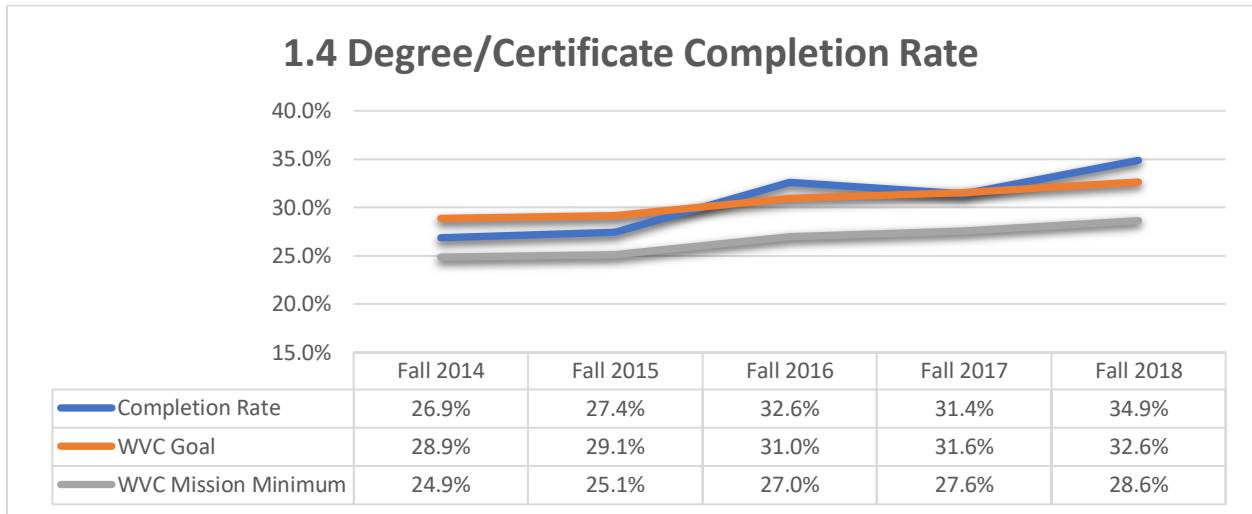
course or certificate/degree completion. WVC has chosen to measure both types of completion. The data above shows WVC's course completion rate, where a student earns a college level credit at a grade of C (2.0) or better. Some institutions choose to measure instead the number of D, F, or W grades instead. Having chosen this indicator, it has proven difficult to find comparison data, both at regional and national levels. WVC is working with five other colleges to get regional comparison data. National data for this measure is readily available for predominately four-year institutions, but a source for two-year institutions has proved difficult to find. As comparison data for this indicator becomes available, they will be included in future reports.

In general, most populations have relatively high levels of course completion, centering around 82%. However, part-time students lag behind by 5%. Latinx students completion rates have historically been 4-5% lower than white students. Black and Native American completion rates are further down at 12% and 17% respectively.

This points to the quality of experience for many students of color or part-time students tending to be different than their white students' experience. Instruction has recognized this and has focused some faculty training opportunities on adaptive cultural pedagogy. The hope is that in helping faculty to better meet the needs of students outside the predominant culture, student success in the classroom will improve.

1.4 Graduation Rate (Achievement)

Measure: Percent of students completing a degree or certificate in 150% of intended time.



Link to disaggregated measures for Indicator 1.4: [WVC Mission Webpage](#)

Goal: +2% of five year running average

WVC Mission Fulfillment Level: -2% of five year running average

Sources: WVC, Data Warehouse

Regional, IPEDS Graduation Rate Survey, Institutional data

National, IPEDS Graduation Rate Survey, Institutional data

Discussion:

Certificate or degree completion has been a long reported indicator for WVC. Like some previous indicators, this rate has been reported since 2010 in indicator reports. Also, it has been a constant feature of national and state reporting. The focus on degree completion has been and continues to be the single most widely reported and studied factor in assessing student

achievement and success in the academy. [IPEDS](#) began collecting college data in 1995. Even further back in U.S. history, the earliest know report on completion was done by the then Commissioner of Education in 1874. So, this measure is neither new nor uncommon.

Prior to the 1999-2000 academic year, WVC’s degree completion rate was generally close to 22%. Steadily, since that point, WVC has increased student completion rates to the 35% for the 2018 three-year cohort. This is an increase of approximately 7% over the last five years.

Remembering that completion of 45 credits in the first year is a primary indicator of eventual degree completion, it should be no surprise that populations that have difficulty achieving that measure will have difficulty in completing certificates/degrees. Students over 24 years of age have rates that lag about 14-17% behind those of college age students. Part-time students have rates that are generally 20% lower than full-time students. Students who receive economic assistance generally complete 10% less often than other students.

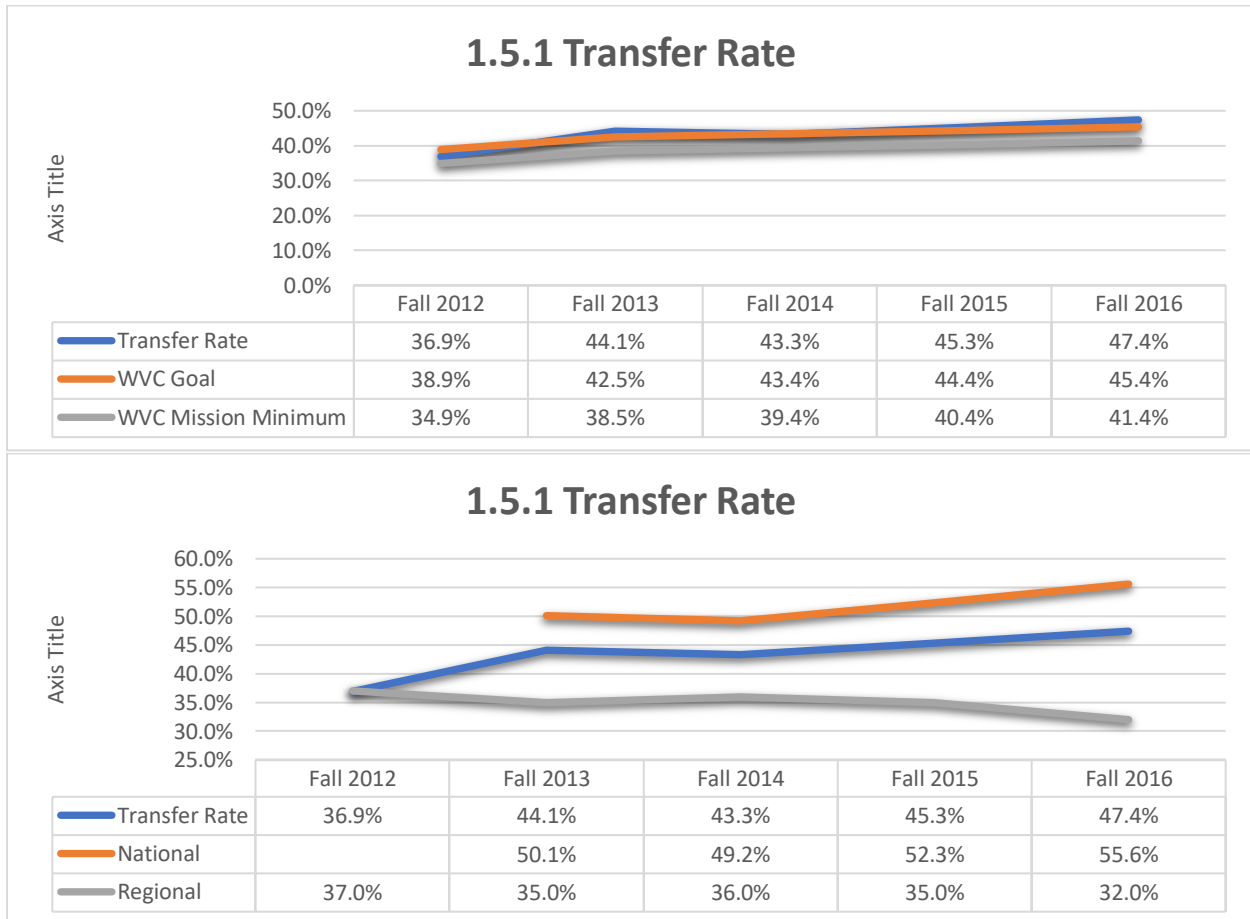
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Latinx	25.3%	26.3%	27.6%	29.0%	33.0%
White	28.7%	28.5%	37.6%	33.5%	36.8%
Total	26.8%	27.4%	32.5%	31.4%	34.8%

As can be seen above, Latinx students have lagged behind white students by as much as 10% (2016 cohort), but have made significant gains to close the gap in recent years. However, the gap does show again that Latinx and other students of color are not experiencing WVC in the same way as white students. Both Black and Native American completion rates fluctuate widely, mostly due to small cohort sizes. However, it is clear from the raw data that they lag even farther behind in degree completion.

In many ways, certificate and degree completion is WVC’s bottom line. The importance of this is not lost on the institution. Programs, grants, outreach efforts and faculty pedagogy have all looked for ways to continue to improve this important factor of student achievement for all students, but especially for those who are at risk of not completing.

1.5.1 Transfer Rate for Academic Students (Post-Grad Success)

Measure: Percent of academic oriented students who transfer to a four-year institution.



Link to disaggregated measures for Indicator 1.5.1: [WVC Mission Webpage](#)

Goal: +2% of five year running average

WVC Mission Fulfillment Level: -2% of five year running average

Sources: WVC, student data linked to the National Student Clearinghouse

Regional, SBCTC FTEC Database linked to NSC

National, National Student Clearinghouse

Discussion:

Similar to the notion of completion, NWCCU does not clearly define their expectations of student success after leaving the institution. However, in general this has been understood in the academy that predominantly two-year institutions have two ways of measuring this, academic transfer to a four-year institution and professional/technical employment rate after leaving the institution. Indicator 1.5.1 measures the former and Indicator 1.5.2 measures the latter.

WVC's measure for transfer comes from data shared with us by the [National Student Clearinghouse](#) (NSC). WVC, like all Washington community and technical colleges shares

student enrollment and completion data. This allows outside institutions to verify student enrollment, for example to verify a student's enrollment status for reduced car insurance rates. Also, NSC provides institutions the ability to track their former student enrollments at other institutions over time. NSC data has a number of blind spots, like the ability to match students based only on name and birth date, but remains the best source for tracking students over time.

For this indicator, an academic intent student transfer is based on entering fall student cohort, and looking to see if a student transfers to a four-year institution in five years. This transfer rate has improved over 10% in the last five years to 47%. This is higher than other Washington community colleges by about 15% on average. However, the NSC national rate for two-year colleges is mostly 7% higher than WVC's rate.

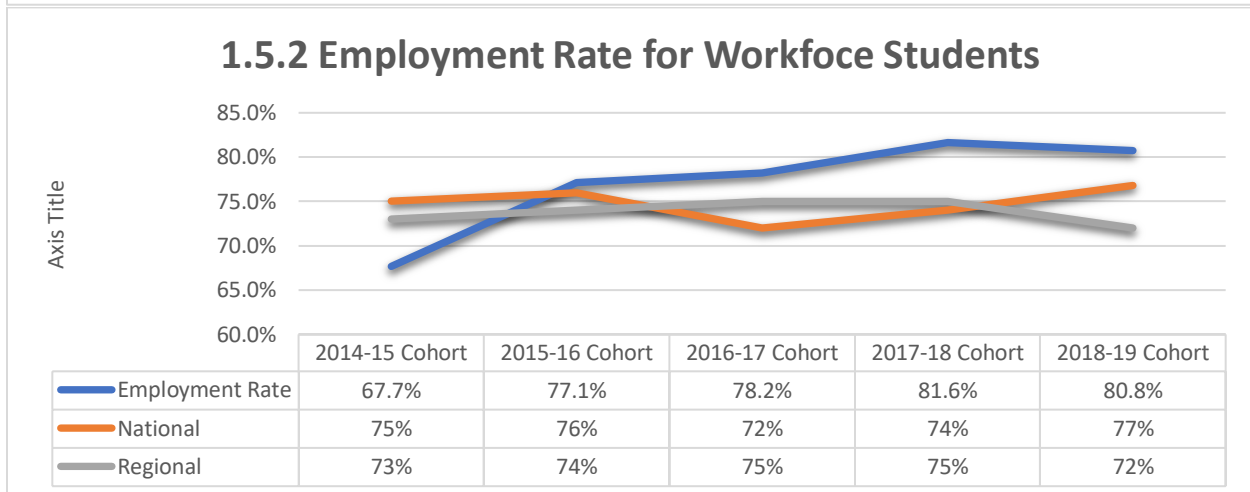
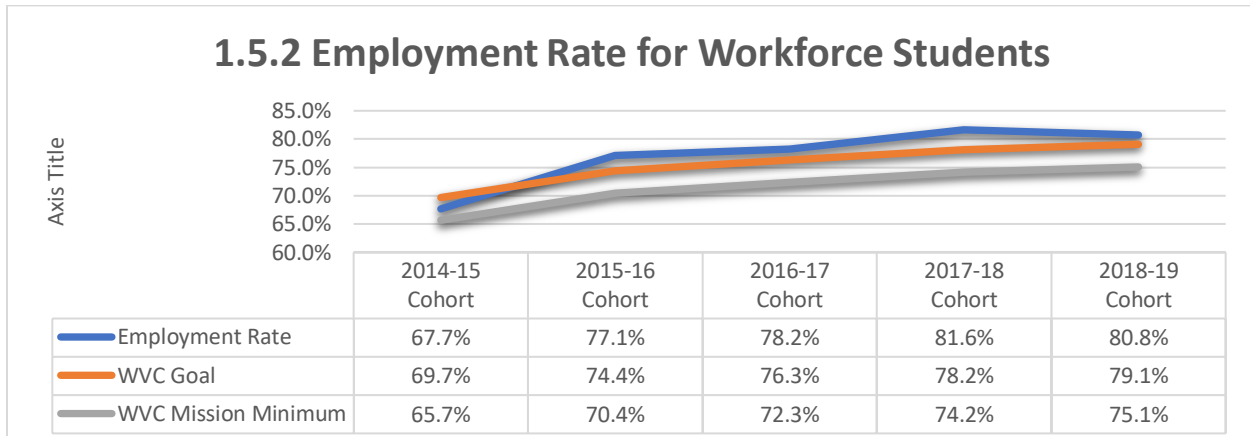
Older and lower income students tended to transfer 15-20% less than younger or better economically situated students. Latinx student transfer rates have improved over time, closing the gap with white students, but still fall about 5% behind white students. Due to cohort size and agreements with NSC, rates for Black and Native American students are not reportable.

Not surprising, but still of concern, is that academic students without completing a certificate or degree were 28% less likely to transfer to a four-year institution.

Strong advising and helping students to reach out to four-year institutions is the primary way WVC can help students to transfer. It is expected that work on Guided Pathways, with its associate improvements in advising, will help students to broaden their educational goals and to look forward to further education in their chosen field.

1.5.2 Employment Rate of Workforce & Trade Students (Post-Grad Success)

Measure: Employment rate of job preparatory students after having left WVC for one year.



Link to disaggregated measures for Indicator 1.5.2: [WVC Mission Webpage](#)

Goal: +2% of five year running average

WVC Mission Fulfillment Level: -2% of five year running average

Sources: WVC, Data Linkage for Outcomes Assessment (DLOA)

Regional, SBCTC DLOA

National, Estimate based on Bureau of Labor Statistics

Discussion:

The second indicator measuring student success after leaving WVC is the employment rate of professional/technical students after their WVC experience. While this may be obvious, this indicator is impacted by a variety of factors out of control of WVC. Rises and dips in the economy, local job market and national occupation trends can all impact this measure. That being said, employment rate does, to some extent, demonstrate the preparation provided to the job market of WVC students.

SBCTC provides data to each college for students in job preparation programs who have been away from the college for a full year. These data are matched against state unemployment and

industry data. These data are called the Data Linkage for Outcomes Assessment (DLOA). From these data we can estimate the employment rate for most WVC job preparation students.

Generally, WVC's student employment rate hovers around 77-82%. This has not changed significantly over the last 10 years. The last significant drop was during the 2009-11 recession, where rates tended to be under 70%. In general, WVC's employment rates have been slightly better than those for the state and nationally.

One peculiarity of WVC's employment data is that students who were mostly part-time at leaving the institution had higher employment rates than full-time students. The reason for this is not clear, other than a conjecture that part-time students are more likely to be working prior to leaving WVC. Older students have lower rates, again likely due to the fact that the reason they were at WVC had to do with unemployment and that finding a new job was therefore more difficult.

Over the last five years, employment rates of Latinx students have fluctuated relative to white students. Sometimes lagging, sometimes leading relative to one another. However, the 2014-15 cohort and data prior to this hints at the recession hitting Latinx students hard and that their recovery took 3-4 years longer to achieve. While not part of this indicator, it should be noted that the wage for Latinx students a year after leaving WVC is on average \$3.00-\$5.00 an hour smaller than the wages of white students.

2.1 WVC assesses student learning outcomes and uses those assessments to improve student learning.

Measure: Percent of instruction program’s area plans demonstrating active collection, analysis and use of student learning outcomes for the program.

		2018-19	2019-20	2020-21
Earned 45 Credits		90%	90%	90%
WVC Goal		50%*	66%	74%
WVC Mission Minimum		80%	80%	80%

WVC Goal: 90% of area plans

WVC Mission Fulfillment Level: 80% of area plans

Sources: WVC, Area Plans, *estimate as not all Area Plans were available

Discussion:

In the 2017-18 academic year, in preparation for the 2019 Year Seven Evaluation for accreditation by NWCCU, it became clear that WVC’s progress in program planning and student learning outcomes assessment was not to the level of NWCCU standards. To enhance participation in program planning and learning outcomes assessment, changes were made to the Area Plans for the college. First, the college moved from a web-based process to a form that focused more simply on gains, gaps and goals. In addition, programs were asked to attach a learning outcomes assessment plan to the Area Plan. Further, a request was made to base gains, gaps and goals reporting on data collected by the department and mostly from program level student learning outcomes.

It was no surprise that the 2019 Year Seven Evaluation had two recommendations on collecting and using program student learning outcomes. These recommendations led to two Ad Hoc Evaluations in 2020 and 2021. In both those years reports were submitted on the progress that WVC had made in collecting and using outcomes in programs. After the 2021 Evaluation, NWCCU found that WVC had addressed the recommendations and now was in full compliance with the standards.

Comparison of Data Use and Incorporation of Assessment into Program Planning Efforts

Year	# of Area Plans	# of Area Plans with Data	Data Type*		Assessment question identified	% of area plans
			Completion, retention, enrollment and/or demographic data	Learning Outcomes		
19-20	38	24	20	6	25	66%
20-21	35	19	12	11	26	74%
21-22	48	42	20	33	43	90%

*Note: plans might have >1 type of data

It is beyond the scope of this report to fully detail all of the changes and processes WVC has initiated to meet those standards. It is highly recommended that the reader go to [WVC's website](#) and read the 2020 and 2021 Ad Hoc Reports. However, it is safe to say the center of the outcomes assessment progress has been focused on developing effective Area Plans. The table above provides a very top-down and strategic view of WVC's progress in assessing student learning.

The following is a table of events and actions taken by WVC to improve assessment process. It is taken from the 2021 Ad Hoc Report on Recommendations.

Timeline Summarizing Key Events/Milestones for Recommendations 2 & 3

Date	Event/Milestone	Description
April 2019	2019 Evaluation of Mission Fulfillment and Sustainability	Site evaluation visit and report to commission; WVC receives 4 commendations and 3 recommendations.
July 2019	NWCCU Action	Confirmed 3 recommendations 2019 Mission Fulfillment and Sustainability Evaluation Action.
September 2019	Two-day symposia/workshops on assessment	Meetings and workshops for all faculty on student learning outcomes assessment with national expert, administration and faculty.
September 2019	Improved Program Learning Outcomes	Start of a year-long effort led by the Assessment Committee to improve program learning outcomes developed in 2018-19.
October 2019	Educational Achievement Committee recommends changes for assessment	Committee recommends providing faculty leadership time and funding for assessment coordinators. Provides direction for faculty participation in assessment.
October 2019	Faculty Assessment Coordinators begin work	Funding and establishment of four faculty assessment coordinators provide release time and stipends for help with faculty program assessment activities.
November 2019	Area Plans for 2019-20	Annual Area Plans describe program gains, gaps and goals and identify an assessment question for evaluation.
July 2020	2019-20 Assessment Compilation Report	Assessment Coordinators and Assessment Committee worked with faculty to document assessment results and compile these artifacts into a year-end report.
September 2020	2019-20 Celebrating Assessment Meeting	Led by Assessment Coordinators, faculty presented on their assessment efforts of the prior year. Campus wide SLO data compilation shared with faculty.
September 2020	2020 Ad Hoc Report on Recommendations submitted	Ad Hoc Report submitted to NWCCU.
October 2020	Ad Hoc Evaluation of Recommendations	First ad hoc evaluation on 2019 Recommendations; visit conducted online.
November 2020	Area Plans for 2020-21	Annual Area Plans incorporate a 3-year cycle for assessment; faculty identify a question, collect data, implement actions, evaluate actions, and report on action effectiveness.

Date	Event/Milestone	Description
February 2021	Assessment Canvas shell for faculty created	Canvas shell created as an assessment training tool for faculty. This site contains templates, videos, and text to guide assessment efforts at WVC.
February 2021	NWCCU Action on 2020 Ad Hoc Evaluation	Recommendations 2 and 3 retained as non-compliant
March 2021	Deans Day Assessment Presentation	Shared assessment canvas training tool with faculty
April 2021	Master Syllabus update to include learning outcome mapping	Curriculum committee approves inclusion of learning outcome mapping in the Master Syllabi. Future updates to master syllabi will require inclusion of CLO, PLO, SLO learning outcome mapping matrices.
July 2021	Assesstivus Week	Faculty time provided, with stipends, for the opportunity to collaborate and analyze program outcomes data for incorporation into fall area plans. Included an introductory and closing session to celebrate assessment exemplars.
September 2021	Area Plans for 2021-22	Area Plans including program learning outcome analysis are loaded into canvas training shell
September 2021	Planned: 2 nd Annual Launch Week Assessment Presentation	Faculty meeting to celebrate assessment exemplars and discuss faculty progress in documenting assessment activities at WVC. To be held during launch week.
October 2021	2021 Ad Hoc Evaluation on 2019 Recommendations	Ad Hoc Evaluation visit for Recommendations 2 and 3