



***Mission Fulfillment and
Core Themes***

2020-21 Results

Mission Fulfillment and Core Themes 2019-20

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 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 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 2020-21

Overall Mission Fulfillment Score: 90% Grade: A-

Core Theme	Indicators	Score	Possible
Educational Achievement	14	27	28
Support For Learning	7	14	14
Responsiveness To Local Needs	5	8	10
Diversity & Cultural Enrichment	6	9	12
Total	32	58	64

Educational Achievement Score: 96% Grade: A

Sub-Objective	Indicators	Score	Possible
Student Progress	9	17	18
Student Transition	5	10	10
Total	14	27	28

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: 80% Grade: B-

Indicators	Score	Possible
5	8	10

Diversity & Cultural Enrichment Score: 75% Grade: C

Indicators	Score	Possible
6	9	12

Historic Mission Fulfillment Grade

	2016-17	2017-18	2018-19	2019-20	2020-21
Mission Fulfillment Percent	92%	91%	91%	85%	90%
Institutional Grade	A-	A-	A-	B	A-

Discussion:

This is the last time this version of the Mission Fulfillment and Core Theme Indicator Report will be provided to the Board of Trustees and Wenatchee Valley College stakeholders. In July 2021, after two years of core theme committee consideration and Cabinet review, WVC's Board of Trustees approved a new set of indicators and measures for examining the college's mission and core themes. Since the Board's approval of new indicators, the Core Theme Committees

have been working to develop data for the new measures and a format for providing concrete thresholds that lets the college examine the bottom level of achievement for mission fulfillment and a top level that allows the college to set goals and seek continuous improvement. A new report will be presented later this academic year with the new indicators and measures for the Board and WVC community to review and consider in evaluating mission and core theme fulfillment.

Further, a wider set of supporting data will be made available for consideration, especially around the Educational Achievement core theme. These data will look to provide information that has been disaggregated and provide more depth, so the college can focus more on equity gaps and means of providing a stronger basis for improving student achievement.

Under each core theme in this report, a table of the new indicators and their measures will be provided.

The 2020-21 academic year will be most remembered for the impact the COVID-19 virus had on the college and community. As students, faculty and staff were impacted by changes the college made to provide remote learning and services during the pandemic, those changes impacted the college's ability to fulfill its mission and core themes. Enrollment, student retention and data for a variety of measures were all impacted. At the same time, there has been an opportunity for the college to effect positive change. This is reflected in these indicators of success too.

Overall, using these indicators, WVC remained stable in its ability to fulfill its mission and core themes. The ability of the college to overcome the impact of COVID-19 in the spring quarter of 2020 is reflected in the indicator scores. In most cases, indicator scores improved over 2019-20 or stayed the same. The college earned an overall 90% score on the score card, which was a 5% improvement of the prior year. Most of those improvements came in stronger scores for Responsiveness to Local Needs and Diversity & Cultural Enrichment core theme evaluations.

The stable indicator scores and the fact that WVC managed to pivot under the pandemic attests to the college's strength in faculty and staff, and the adaptability of WVC's students. Not all have thrived in the last 2020-21 academic year, but the college has done a remarkable job of helping as many as possible to achieve their educational goals.

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 2020 to Fall 2021 56.8%	
	Workforce students: Fall to fall retention rate between 40% and 56%	Fall 2020 to Fall 2021 51.0%	
	Developmental students: Fall to fall retention rate between 42% and 55%	Fall 2019 to Fall 2020 40.2%	
	Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2020 to Spring 2021 33.3%	
Student achievement point: 1 st 15 credits in first year	Transfer students: Point earned rate between 64% and 73%	Fall 2020 entering cohort 76%	
	Workforce students: Point earned rate between 57% and 77%	Fall 2020 entering cohort 68%	
	Developmental students: Point earned rate between 56% and 67%	Fall 2020 entering cohort 54%	
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 2018 entering cohort 36.8%	
	Workforce students: Completion rate between 20% and 54%	Fall 2018 entering cohort 24.6%	

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%	Data source no longer available. New data to be used for new indicator.	
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 2019-20: 82.1% 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%.	2020-21: 21% 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 2021stud 3.62 (5-point scale) for student experience questions.	
		2018-19 graduate surveys: average 3.58 (5-point scale) on core abilities. Adjusted to new survey.	
		2017-18 graduate surveys average 3.68 (5-point scale) on satisfaction with instruction	
External Certification	100% of programs with external exams meeting pass rate targets	Pass rates: Nursing – RN: Nursing – LPN:	No data yet
		Radiologic Tech Medical Lab Tech	No data yet

Five-Year Educational Achievement Summary

Key Indicator	Measure	Benchmarks	2016-17	2017-18	2018-19	2019-20	2020-21
Student Progress	Retention	Transfer student fall to fall retention between 53% and 61%	64%	61%	64%	65%	56.8%
		Workforce student fall to fall retention rate between 40% and 50%	59%	45%	53%	54%	51.0%
		Developmental student retention rate between 42% and 55%	52%	48%	50%	46%	40.2%

		Basic skills student fall to spring retention rate between 19% and 28%	32%	19%	33%	18%	33.3
Complete 15 credits in first year		Transfer students: Between 64% and 73% of students	76%	77%	82%	78%	76%
		Workforce students: Between 57 and 77% of students	63%	65%	64%	58%	68%
		Developmental students: 56 and 67% of students	61%	56%	53%	52%	54%
Completion time in 150% of degree or certificate		Transfer student completion rate between 22 and 26%	30%	28%	35%	36%	36.8%
		Workforce student completion rate between 20 and 34%	23%	29%	21%	24%	24.6%

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%.	41%	42%	44%	42%	
	Employment	Workforce student employment between 79 and 86% for students leaving with 45 credits and 2.0 or higher GPA	83%	82%	86%	84%	82.1%
	Transfer to college by adult basic skills	ABE students transitioning to developmental or college level work 20 to 24%	21%	20%	20%	18%	21%
Student surveys	Student experience rated above 4 on 5 point scale		4.42 rating	3.52 rating	3.76 rating	3.76 rating No new data	3.62
	Graduate experience rate at 4 on 5 point scale. Adjusted to new survey.		3.65	3.61	3.52	3.52	3.58

	Graduate satisfaction rated 3.3 on 4 point scale	3.49 x	3.37	3.42	3.42	3.68
Student external certification	90% or more of nursing students pass	RN 90%, LPN 100%	RN 96%, LPN 100%	RN 98%, LPN 100%	RN 97%, LPN 100%	No data yet
	90% of Radiologic Tech students pass	Radiologic al 100%, Medical Lab Tech 100%	Radiologic al 95%, Medical Lab Tech 100%	Radiologic al 95%, Medical Lab Tech 100%	Radiologic a90%, Medical Lab Tech 100%	No data yet
Possible Points		34	34	34	34	28
Points Earned		34	34	33	31	27
Percent		100%	100%	97%	91%	96%
Grade		A	A	A	A-	A

Discussion:

There is one indicator in the 2020-21 Educational Achievement core theme that lost its data source. The State’s MRTE database which tracked student information for all public institutions of higher education was discontinued. This database provided data to WVC on our student’s ability to transfer to a four-year institution and receive a baccalaureate degree. In the future, WVC will be relying on data match information with the National Student Clearinghouse to provide these types of data related to student transfer. While this data source does not provide as much detail, it will allow the college to monitor transfer for the new indicators for educational achievement.

It should be noted that the pandemic impacted the college’s ability to monitor students receiving outside certification. These data have yet to be fully reported. Therefore, the indicators for these data were not included in the measure of core theme fulfillment.

Where 2019-20 saw a 3% drop in the number of students transitioning to college level instruction, the 2020-21 academic year saw a return of the percentage to prior levels, allowing for a green (2 point) score. While this is welcome news, the reality is that much of the change can be related to changes created under the pandemic and a reduced number of students participating in ABE instruction. Generally, transitional education students in 2020-21 were the more motivated students and ones less challenged by changes to instruction. We have no way of knowing or measuring the number of these students who chose not to participate due to conditions related to the pandemic. Older, male and low-income students were negatively impacted (see link below to view new indicator disaggregated data).

Student retention numbers were generally lower in 2020-21 from prior years, but still in the range of being scored with a green rating. Also, not all students were equally impacted by the pandemic in relation to retention. Older, male and low-income students were negatively impacted. You can see disaggregated retention data and other data for the new Educational Achievement indicators [with this link](#).

New Indicators

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.

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	CAMP: 1st year retention 95% TRIO student served: 76 Opportunity Grant: 91% of students served retained or completed MESA: retention rate was 87%.	
Student satisfaction with services	“Satisfactory” or better on graduation survey/CCSSE/student survey	Spring 2020 WVC Student survey: average 3.67 (5 Point Scale) for WVC student support questions	
		2018-19 graduate survey: average 3.74 rating (5-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 202 Student Survey: average 4.54 on library/website support (5 point scale)	
		2020 Student Survey: Average rating 4.49 or better (5 point scale) of library staff expertise, professionalism, availability	
		2020 Student survey: Average rating of 3.88 (5 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	2020 Student Survey asked several questions on facilities and technology. Questions scored 3.58 on 5-point scale.	

Five-Year Support For Learning Summary

Key Indicator	Measure	Benchmarks	2016-17	2017-18	2018-19	2019-20	2020-21
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.	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%	CAMP 90%, Trio Registration: 142 students Opportunity Grant 90%, MESA 94%	CAMP 95% TRIO Registration 76 students Opportunity Grant 91% MESA 87%
			Student survey greater than 3.5 in average satisfaction on 5 point scale	3.62 rating	4.28 rating	3.67 rating	3.67 rating
Student satisfaction with services	Student satisfaction with services	Graduate survey satisfaction average greater than 3 on 5 point scale.	3.49 rating	3.42 rating	3.51 rating	3.51 rating	3.74 rating

Library Support	Student satisfaction with library services	Student survey greater than 3.5 in average library satisfaction on 5 point scale	3.99 rating	3.71 rating	4.47 rating	4.47rating	4.49 rating
		Graduate survey satisfaction library personnel average greater than 3 on 5 point scale.	4.5 rating	4.5 rating	4.5 rating	4.5 rating	4.5 Rating (No new data)
		Library survey other service rating above 3.5 on 5 point scale	3.62 rating	3.27 rating	3.73 rating	3.73 rating	3.88 rating
Infrastructure support	Sufficiency of facilities, technology to support student learning	Student survey satisfaction above 3.5 on 5 point scale	4.0 rating	4.4 rating	4.1 rating	4.1 rating	3.58 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:

There has not been much change in the measure of these indicators since they were first measured in 2013. The data for support services offered by WVC have changed little, excepting that data for a completion coach was dropped after the 2018-19 budget cuts. In 2013, WVC conducted a wide variety of surveys, like the CCSSE, a graduate survey, and a student survey on support and improvement. However, since 2013, no support for learning indicator has strayed out of the green zone.

This year's data does offer some interesting perspective on how students see the support they receive from WVC. For example, new student advising set a high mark for student satisfaction. However, satisfaction with faculty advising was a little lower. Overall satisfaction with

technology WVC provides students was up, but classroom technology was down. It is not hard to see that these changes are probably related to issues tied to COVID-19 and the access students had to services, while struggling with the online course environment.

The 2020 Student Survey provided some other interesting information. About 87% of the students surveyed said they contacted a faculty advisor at least once a quarter. This is an improvement of just over 55% of students in 2018. It shows a possible impact of WVC’s Guided Pathways approach to advising. In addition, 84% answered they found the information provided by faculty advisors was useful. In general, students seemed to believe they were improving their learning outcomes, rating their skills gain over 3.5 on average. However, improving their social interaction skills rated much lower at 3.19 gain on a 5-point scale. Again, it is easy to see the impact COVID-19 has had on our students.

About 68% of students thought WVC gave importance to providing students the support they needed to succeed in their classes. However, 48% of students thought WVC put importance in helping them engage socially. Again, a probable impact of COVID-19.

Just over 87% of students would recommend attending WVC. This is down slightly from 89% in 2018.

You can see the result of the [2020 Student Survey here](#). In the upcoming new core theme indicator report, we will provide a way to see these data disaggregated by important demographics.

New Indicators

Core Theme	Indicator	Measure
Support for Learning	3.1 Non-instructional programs will work for continual improvement in their program level outcomes.	Percent of student support program’s area plans demonstrating active collection, analysis and use of student learning outcomes for the program.
	3.2 Improve student engagement with Advising services, that ensures equitable access to these resources.	Enrollment in gateway courses.
		Numbers of students participating.
		Percent of students participating in advising in first year.
3.3 Student satisfaction with services.	Student satisfaction with student services.	

		Student satisfaction with library services.
		Student satisfaction with tutoring.
		Student satisfaction with advising and planning.
		Student satisfaction with orientation.
	3.4 Increase student opportunities to mentor, be mentored by others, teach, and be taught by other students.	Number of students peer mentoring.
		Number of students being peer mentored.
		Number of students participating in Skills Lab.

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	2,001 FTEs in 2020-21 is 70% of state allocation	
	State FTEs generated:	Monitoring only	Transfer: 1,775 FTE Workforce: 697 FTE Developmental: 101 FTE Transitional Studies: 152 FTE	
	Headcounts:	Continuing Ed: 1388 to 2110	Continuing Ed: Est. 326 enrollments	326
		Running Start: 318 to 522	Running Start: 734	
	Small HS outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	21% RS student share	
	Small HS outreach Economic Impact	Avg. number of RS students from smaller high schools: between 141 and 163	334 students	
		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 (2020-21) of \$91 million.	

Five-Year Responsiveness To Local Needs Summary

Key Indicator	Measures	Benchmarks	2016-17	2017-18	2018-19	2019-20	2020-21
Resource allocation related to demand and participation	FTE enrollments	State FTE allocation met or exceeded	98% of state allocation	91% of state allocation	91% of state allocation	89% of state allocation	70% of state allocation
	Headcounts	Continuing education student course headcounts 1388 to 2110	2367 enrollments	1528 enrollments	1599 enrollments	Est. 1244 enrollments	326 enrollments No rating given due to Covid-19
		Running Start student headcounts 318 to 522	710 students	858 students	871 students	748 students	734 students
	Small high school outreach	Percentage of Running Start enrollment at Omak campus: between 8% and 13%	18%	19%	23%	21%	21%
		Average. number of Running Start students from smaller high schools: between 141 and 163 headcount	313 Students	372 students	396 students	364 students	334 students

Economic development	Economic impact	Estimated return for students, taxpayers, society. it should be higher than \$120 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	EMSI ROI Study \$152.8 Million, Expense rollover estimate \$106 Million	EMSI ROI Study \$152.8 Million, Expense rollover estimate \$91 Million
Possible Points			13	12	12	12	10
Points Earned			14	10	10	8	8
Percent			93%	86%	86%	75%	80%
Percent			A-	B	B	C	B-

Discussion:

There was one Responsiveness to Local Needs indicator that was heavily impacted by the pandemic in 2020-21. Continuing education courses saw a steep decline due to the required shut down of face-to-face classes, that were not easily offered remotely, and had a student population less inclined to take non-credit courses in the pandemic shutdown. For this reason, though enrollments are reported, this indicator was not used in scoring of core theme fulfillment.

The decline in student enrollment was an area of concern for WVC prior to the pandemic. During 2020-21, it was even worse. WVC only enrolled 70% of the state-funded FTE of its allocation. In a normal year, this would have resulted in reduction of the college’s allocation in coming years. However, almost all colleges saw a similar decline in enrollment. The state average FTE was 74% of the system allocation, with the colleges ranging from 54% to 89% of their allocation. Washington’s technical colleges were hit the worst, none even approaching WVC’s enrollment allocation percentage.

New Indicators

Core Theme	Indicator	Measure
Responsiveness to Local Needs	4.1 Access to education through technology, outreach, and recruitment.	Percent of students participating in instruction outside traditional face-to-face classroom.
		Number of recruitment visits, outreach events or campaigns.
	4.2 College seeks to be sustainable in its environmental impact, finances, and human capital.	NACUBO Composite Financial Index rating.
		HRMCR index of human capital.

		Normed index of WVC's environmental standing.
4.3 WVC seeks to provides student learning opportunities focused on sustainability.		Creation of a sustainability requirement for graduation.
		Number of certified sustainability courses.
4.4 College engages community through inbound and outbound community partnerships		Number of participants to college events.
		Number of hours served by WVC staff and faculty in community.
		Number of community boards staff and faculty serve on.
		Number of WVC community partnerships
4.5 Responsive curriculum that meets community needs.		Number of participants in work-based and service-learning projects.
		Number of employers or companies involved with experiential-learning projects, cooperative education, or internships.
		Number of advisory council meetings.
		Number of companies/industries represented on advisory councils.

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	2020 student survey 3.56 average.		
	Student, faculty and staff demographics	Targets based on demographics in district population.	Fall 2020: Wenatchee and Omak Students: Campus numbers broken by Covid-19 and moving to online classes. Total Students of Color: 56%		
		Faculty & staff targets based on student demographics	Fall 2020 Staff: 15% Hispanic 1% Native American Total Staff of Color: 21%		
	Success of underserved groups	Reduce achievement gaps: 2020-21 IPEDS completions report:	Associate degrees - 711 completions: White 54%, Native American 1%, Hispanic 36%		
			Workforce 1-year certificate – 87 completions: White 43%, Native American 3%, Hispanic 47%		
			Workforce short certificates – 75 completions: White 21%, Hispanic 68%, Native American 7%		
	Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year	Athletics: 87 events	Due to OVID-19 No Rating will be given.
			Community Engagement: 19 to 30 events/year	Community Engagement: 5 events	
			Cultural: 8 to 23 events/year	Cultural: 4 events	
Entertainment: 6 to 15 events/year			Entertainment: 1 event		
Social: 5 to 15 events/year			Social: 6 events		

Five-Year Diversity &

Key Indicator	Measures	Benchmarks	2016-17	2017-18	2018-19	2019-20	2020-21
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	4.10 rating	3.46 rating	3.46 rating 2017-18 data	3.46 rating 2017-18 data	3.56 rating
	Student demographics reflect district population	Based on Washington Office of Financial Management annual population statistics	Wenatche Campus 40% Hispanic, Omak Campus 13% Native American, Total Students of color 51%	Wenatche Campus 41% Hispanic, Omak Campus 13% Native American, Total Students of color 53%	Wenatche Campus 42% Hispanic, Omak Campus 15% Native American, Total Students of color 54%	Wenatche Campus 46% Hispanic, Omak Campus 12% Native American, Total Students of color 56%	Due to Covid-19 tracking student by campus was not available, as students took courses remotely. Students of color 56%
	Faculty & Staff demographics mirror those of WVC students	Based on WVC human resource data	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%	Staff 14% Hispanic, 1% Native American, Total Staff of Color 20%	Staff 20% Hispanic, 1% Native American, Total Staff of Color 24%
	Reduce racial/ethnic achievement gaps as based in IPEDS completions	Completion of associates between groups statistically equivalent	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%	For Associates Degrees White 52%, Native American 2%, Hispanic 31%	Associate degrees White 54%, Native American 1%, Hispanic 36%

		Completions of one-year workforce certificates between groups statistically equivalent.	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%	For 1-year Certificates White 50%, Native American 1%, Hispanic 31%	For 1-year certificates White 43%, Native American 3%, Hispanic 47%
		Completions of short-term workforce certificates between groups statistically equivalent.	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%	For short-term certificates White 18%, Native American 1%, Hispanic 81%	Short certificates: White 21%, Hispanic 68%, Native American 7%
Cultural Perspectives	Events for students and community	WVC will host at least 125 events per year	139 events	214 events	328 events	216 events	104 events No rating given due to Covid-19
Possible Points			16	16	14	14	12
Points Earned			11	11	10	10	9
Percent			69%	69%	71%	71%	75%
Grade			D+	D+	C-	C-	C

Discussion:

There was one indicator for the Diversity & Cultural Enrichment indicators that saw improvement, moving from a yellow status to a green status (2-points). The percentage of Native American and Latinx students earning a 1-year certificate improved significantly. In the case of Latinx students, there was a 16% gain in the number of those receiving one-year certificates.

However, at the associate degree level, completions were still disproportionally achieved by white students. When looking at overall completion rates, like those measured in national data, WVC appears to have strong outcomes for Latinx students, with a college-wide completion rate of 35% and a Latinx completion rate of 33%. However, these indicator data show there is a real gap in diversity of students receiving degrees as compared to certificates.

Matching faculty and staff ethnicity and race to student and community distribution continues to be an area where WVC struggles to move from a red indicator. Especially for faculty, which poses a number of challenges. Below are the employee types broken down by ethnicity.

Administration	Latinx	3	17.6%
	White	14	82.4%

Classified	Asian	4	5.7%
	Black	1	1.4%
	Latinx	13	18.6%
	White	52	74.3%

Exempt	Latinx	16	36.4%
	White	28	63.6%

Full-Time Faculty	Native American	1	1.1%
	Asian	5	5.5%
	Black	1	1.1%
	Latinx	8	8.8%
	White	76	83.5%

Part-Time Faculty	Native American	1	0.8%
	Asian	3	2.4%
	Black	5	3.9%
	Latinx	10	7.9%
	White	108	85.0%

Completion rates will be part of the new Educational Achievement indicators. Measures will include more disaggregation to identify gaps.

Further, WVC will be conducting an equity evaluation in the 2021-22 academic year. This will include a second round of the PACE survey and administration of a new CCSSE survey aimed at measuring student views on diversity, equity, and inclusion. Next year's Mission Fulfillment and Core Theme Indicator Report will be able to include these data for the college's consideration.

New Indicators

Core Theme	Indicator	Measure
Diversity & Cultural Enrichment	5.1 Diverse students, staff and faculty feel welcome, included and are successful on WVC campuses.	Average response of the student climate assessment is a 3.5 or higher on a five-point scale.
		Average responses of the faculty and staff climate assessment is a

		3.5 or higher on a five-point scale.
		Equity climate assessments completed every two years
	5.2 Expansive culturally responsive pedagogy utilized at WVC.	Number of certified diversity courses
		Yearly training for faculty on culturally responsive pedagogy
	8.3 WVC continues to hire and retain ethnically and support culturally diverse staff and faculty.	Percentage of faculty of color.
		Percentage of staff of color.
		Percent of faculty and staff of color hired reflects the percent of the student population.