



**2020-2021 Core Theme Indicator and Mission Fulfillment
Report: Responsiveness To Local Needs**

WVC Board of Trustees

June 2022

Mission Fulfillment and Core Themes 2020-2021

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2020-2021 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.

Responsiveness to Local Needs Core Theme Indicators and Measures

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.

4.1 Access to education through technology, outreach, and recruitment.

Measure 4.1.1: Percent of students participating in instruction outside traditional face-to-face classroom.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Goal	50%	50%	50%	50%	50%
Percent Outside Traditional	39.3%	45.0%	52.3%	59.8%	87.4%
Fulfillment Level	40%	40%	40%	40%	40%

WVC Goal: 50% of all students take at least one non-traditional course

WVC Mission Fulfillment Level: 40% of students take at least one non-traditional course

Source: WVC Data Warehouse

Measure 4.1.2: Number of recruitment visits, outreach events or campaigns.

Source: Data for this has yet to be collected

Discussion:

The impacts of the Covid-19 pandemic on WVC and its students have been startling in a number of ways. WVC had been slowly increasing the number of students taking online courses. The intent was to help time and place bound students have access to courses they needed to meet their educational needs. In 2017, as part of a Title III Improving Institutions Grant, WVC developed a way for students to complete an associate degree program fully online. In early 2018, WVC received permission from NWCCU to offer online degrees. At that point, the number of students who were taking courses fully online jumped from a little over 9% to 16%. This continued until spring quarter of 2020, when most of the college's courses had to pivot to being offered fully online as lockdown began.

WVC is extremely proud of its faculty, staff and students for overcoming such a large barrier in such a short period of time. Literally, WVC went from being a college with traditional modes of instruction, with some online offerings, to a college that was almost completely non-traditional in its course modality. While WVC looks forward to moving back to more traditional face-to-face instruction, that instruction is bound to be more mixed in its pedagogy and modality. This will offer more of WVC's students ways to match their education with their personal learning style and learning needs.

As will be seen in a number of areas in this report, setting measures, collecting data and then setting goals has proven difficult. This is due to the wide range of needs the service district has and the inevitable wide range of responses WVC creates to meet those needs. Much of what the college does to meet local needs has not been quantified or reported on in the past. Measuring the number of recruitment and outreach events, as to be measured in 4.1.2 has yet to happen. WVC does work hard to recruit and offer outreach events to its community. It has not measured or fully tracked these efforts. The plan going forward is to collect this information in fall quarter of 2022 for the 2021-22 academic year. This is to be done through college wide data collection/survey that will be administered to WVC staff and faculty. The intent is to make this a regular practice for subsequent fall quarters.

4.2 College seeks to be sustainable in its environmental impact, finances, and human capital.

Measure 4.2.1: NACUBO Composite Financial Index rating.

		2018	2019	2020
Goal		3.0	3.0	3.0
NACUBO Rating		-0.12	0.02	1.95
Fulfillment Level		2.0	2.0	2.0

WVC Goal: 3.0 score

WVC Mission Fulfillment Level: 2.0 score

Source: WVC NACUBO CFI Report

Measure 4.2.2: Retention of faculty and staff

	2014	2015	2016	2017	2018
Goal	92%	92%	92%	92%	92%
Retention Rate	82.3%	80.5%	79.6%	87.4%	85.3%
Fulfillment Level	90%	90%	90%	90%	90%

WVC Goal: 92% of two-year cohort retained employment

WVC Mission Fulfillment Level: 90% of two-year cohort retained employment

Source: HR Data of fall two-year cohorts of full-time employees

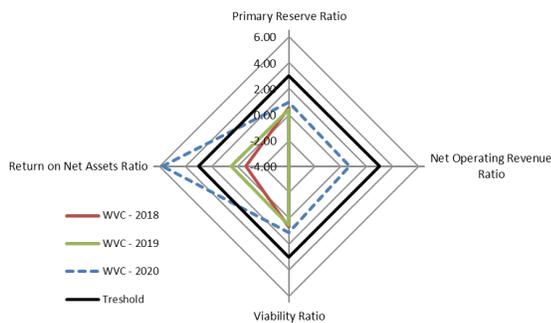
Measure 4.2.3: Measure of WVC environmental sustainability

Source: Measure for 4.2.3 is yet to be determined.

Discussion:

The economic difficulties WVC faced in 2018 and 2019 forced the college to seek ways to become more fiscally stable. To represent this, WVC began to use the National Association of College and University Business Officers (NACUBO) Composite Financial Index (CFI). This

index looks at basic institutional financial data, mostly to be found in the college's annual reports to IPEDS. The index looks at the institution's operating revenues, net assets, reserves, and overall fiscal viability.



The chart has been widely used in WVC financial and budget discussions over the last year. In general, a score of less than 3.0 means that the institution has fiscal issues to address. For scores like those WVC had in 2018 and

2019 (-1 to 0), the CFI recommendation is that the institution should undergo systematic college wide adjustments. The cost cutting and layoffs undergone by WVC were representative of the efforts the college made to address the financial difficulties of those years. The 2020 score of 1.95 represents the hard work, effort, and some success WVC put into making those adjustments. However, the 2020 score suggests that WVC still needs to reengineer its fiscal systems.

Two major problems face WVC’s efforts to be economically sustainable. First, WVC’s enrollment has steadily declined since 2015. This was more severely impacted by the pandemic, where double digit percentage drops in registration have occurred. Second, state funding has increasingly been tied to specific programs or areas of funding. This impacts the college’s ability to be flexible in addressing overall operational funding and the ability to accumulate needed reserves. Often, those state programs and areas receive inadequate funding from the state, forcing WVC to use other operational funds to meet these required budget items.

Overall, WVC has improved its financial standing, but as federal funds for COVID-19 run out in June 2023, WVC will have to address the funding challenges mentioned above, especially that of reduced enrollments that have sharpened over the pandemic.

Measure 4.2.2 is aimed at trying to define WVC’s sustainability in terms of its human resources. There are a number of ways institutions measure this area of sustainability. Some institutions show that they expend adequate funding for critical human capital. Others use climate studies to measure the adequacy and coverage of human capital, as seen by the institution’s employees and students. WVC has chosen to measure the sustainability of human resources by measuring the retention of full-time employees over a two-year period.

Over the last five years, this faculty and staff retention rate has fluctuated between 80% and 87%, with the last two academic years being notably higher than the previous three years. The chart below further shows that most of the variation has happened among WVC’s staff and that faculty numbers have remained more stable.

	Fall 2014- Fall 2016	Fall 2015- Fall 2017	Fall 2016- Fall 2018	Fall 2017- Fall 2019	Fall 2018- Fall 2020
Full-Time Faculty	98.2%	93.2%	95.2%	94.9%	93.8%
Full-Time Staff	74.6%	73.9%	71.8%	83.9%	81.0%

Environmental sustainability measurement has proven to be a difficult task. WVC has launched a number of initiatives around being more environmentally friendly and reducing the college’s carbon footprint. Active measures have been taken to reduce paper waste and for a time custodial and grounds staff were weighing the amount of trash WVC generates to see if recycling measures were effective. Also, the college has sought to lessen the amount of plastic bottles it uses. However, measuring this has proven difficult to do over time.

Further, there are a number of national projects that exist to help colleges measure their impact on the environment. For example, [The Association for the Advancement of Sustainability in Higher Education](#) has a program to help colleges and universities measure and improve their practices. Unfortunately, much of what they offer is expensive or covers ground that is not applicable to WVC. The hope is in the near future that WVC can find a systematic way to measure its sustainability, while matching the environment, culture and resources of the college.

4.3 WVC seeks to provides student learning opportunities focused on sustainability.

Measure 4.3.1: Number of certified sustainability courses.

		2020-2021
Goal		15
Number of courses		12
Fulfillment Level		

WVC Goal: 15 courses

WVC Mission Fulfillment Level: Yet to be set

Source: WVC Responsiveness to Local Needs Committee

Discussion:

In 2019, the WVC Sustainability Committee researched, developed, and proposed a sustainability policy with associated procedures for WVC. This was approved by the president's cabinet in April 2020 and by the board of trustees in May 2020 and is now on the [WVC website](#). The first goal in the sustainability policy is to provide educational opportunities to learn about and practice sustainability. The committee developed a WVC sustainability walking tour to introduce students and staff to learn more about sustainability on campus and gave several tours before the pandemic closed campus. WVC commissioned and installed a plaque for Van Tassell Center that raises awareness about campus sustainability.

In 2021, WVC surveyed faculty about which of their courses they self-identified as covering sustainability and also surveyed students about their interest in sustainability. Faculty reported 40 different courses that covered either environmental sustainability, social justice, or economic equity—the three pillars of sustainability. However, after discussion in the Sustainability Committee, it was decided that to qualify as sustainability courses they would need to cover the environmental aspect and at least one of the other three but preferably all three aspects. So, the committee narrowed down the self-reported list of sustainability courses to 12 and 2 learning communities which are [listed on the website](#). Over one-third of students surveyed expressed a very high interest in sustainability and 20% had a high interest.

This year, the committee is working on a Sustainability Guided Pathway as a first step towards the development of a sustainability requirement. The committee has collected data from the four-year transfer institutions and some other Washington community colleges to identify whether they offer majors, minors, concentrations or certificates in sustainability. It has been learned from Bellevue College that they also struggled to figure out how much of each of the three aspects of sustainability needed to be covered in a course to qualify as an S-course and still be distinctive from a diversity course.

WVC has been successful in connecting with sustainability-related community partners and bringing them to campus to provide students learning opportunities. WVC's nationally recognized Tree Campus Higher Education certification and Plastic Reduction challenge requires

student service learning and leadership in sustainability on campus. Finally, the committee is working with WWU to allow WVC students to earn credit through their Sustainability Pathways internship program in the Methow and Okanogan Valleys where undergraduate students merge academic learning with work experience to address complex sustainability challenges.

4.4 College engages community through inbound and outbound community partnerships

Measure 4.4.1: Number of college wide events for students and community.

	2016-2017	2017-2018	2018-2019	219-2020	2020-2021
Goal	250	250	250	250	250
Number of events	139	214	328	216	104
Fulfillment Level	200	200	200	200	200

WVC Goal: 250 events in an academic year

WVC Mission Fulfillment Level: 200 events in an academic year

Source: WVC Foundation and Public Affairs

Discussion:

Measure 4.4.1 is not a new measure for WVC. It has been included in one form or another since 2012, as a measure of cultural enrichment. As this has been discussed in the prior 2020-21 Mission Fulfillment and Core Theme Indicator Report, it will only be noted here that the reduced number of events is a direct result of the pandemic, which will continue through the 2020-21 academic year. WVC is looking forward to returning to a more normal campus environment that includes offering more college events for students and the community.

Measure 4.4.2: Number of hours served by WVC staff and faculty in community.

Measure 4.4.3: Number of community boards staff and faculty serve on.

Measure 4.4.4: Number of WVC community partnerships

Source: Data for Measures 4.4.2-4.4.4 are to be in a college wide survey in fall quarter of 2022. The survey will then be administered each successive fall quarter.

Discussion:

Like Measure 4.1.2, Measures 4.4.2, 4.4.3 and 4.4.4 have yet to have data collected. As mentioned above, the intent is to collect these data in fall quarter of 2022 and to continue this practice in coming fall quarters.

That the data has not been collected does not mean that WVC does not participate with its community in these ways. WVC faculty and staff are active in their communities, volunteering for a variety of activities and groups. WVC works with [Our Valley, Our Future](#), a valley-wide collaboration effort, and has college members participating in Rotary, Lions Clubs and Chambers of Commerce. College employees participate in service projects throughout the region. They serve on boards and commissions. They share their talents and knowledge with those they live and serve with. Through collecting regular data for these measures, it is hoped that WVC can demonstrate that it works with its community in providing for its educational needs.

4.5 Responsive curriculum that meets community needs.

Measure 4.5.1 and 4.5.2. Wenatchee Valley College is intent upon ensuring that students have opportunities to learn industry and workplace expectations in authentic settings through internships and other workplace-based projects. Current internship partners include:

Accounting/Business	CliftonLarsonAllen
Auto	Pat Armstrong Ford, Apple Valley Honda, Mid Columbia Forklift, Valvoline, Jerry’s Auto Supply, Kwik Lube, Mike Wolfe Auto, Quick Lube and Tune, Gebbers Farms, Eagle Services
BUS	McGlinns, Esperanza Law Firm
Engr	WSU Ag Weather Net
ESRT	Lineage Logistics
HVAC	CrunchPak, Campbells Resort, Confluence Health, HCM

Experiential and service learning are high impact and reward systems that colleges can offer to improve student achievement, especially for at risk student populations. The college looks forward to reporting on its progress for this important area in next year’s report and in the years to come.

Measure 4.5.1: Number of participants in work-based and service-learning projects.

		2020-2021
Goal		
Number of Partnerships		25
Fulfillment Level		

WVC Goal: To be determined

WVC Mission Fulfillment Level: To be determined

Source: Related departments

Measure 4.5.2: Number of employees or students involved with experiential-learning projects, cooperative education, or internships.

2020-2021	
Goal	
Students	25
Fulfillment Level	

WVC Goal: To be determined

WVC Mission Fulfillment Level: To be determined

Source: Related departments

Measures 4.5.3 and 4.5.4. Advisory Councils are organized to provide timely feedback from industry experts regarding curriculum, technology, placement, opportunities, and quality assurance. Each allied health and professional technical program is expected to maintain such a council and to meet with the council regularly. Ideally, membership will include a number of external, industry-based experts. Each industry sector has different needs regarding a health cross section of organizations and companies but generally 3-5 unique external partners from nonprofit, industry, or government partners can assure quality.

Measure 4.5.3: Number of advisory council meetings.

	2020-2021	
	Allied Health ^A	Professional Technical ^B
Goal	7	14
Number of Meetings	9	14
Fulfillment Level	Met	Met

1. Chemical Dependency, EMT, Medical Assisting, Medical Laboratory Technology, Nursing, Pharmacy Technician, Radiologic Technology
2. Accounting & Business, Agriculture, Automotive, Business Computer Technology, Computer Technology, Criminal Justice, Early Childhood Education, Environmental Systems and Refrigeration Technologies, Fire Science, Graphic Design, Industrial Technology, Machining, Natural Resources, Wildland Fire

WVC Goal: Goal is at least one meeting a year per program.

Source: Instruction Office Records

Measure 4.5.4: Number of companies/industries represented on advisory councils.

	2020-2021	
	Allied Health	Professional Technical
Goal	21	42
Unique Advisory Representatives	22	69
Fulfillment Level	Met	Met

WVC Goal: Wide range of representation on WVC's advisory committees.

Source: Instruction Office Records