WENATCHEE VALLEY COLLEGE

2020-2021 Core Theme Indicator and Mission Fulfillment Report: Support For Learning

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.

Support For Learning Core Theme Indicators and Measures

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 in advising.
		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.

3.1 Non-instructional programs will work for continual improvement in their program level outcomes.
Measure 3.1.1: Percent of student support program's area plans demonstrating active collection, analysis and use of student learning outcomes for the program.

2021	Data	Enrollment/Retention	Student Demographics	Learning Outcomes Data	Assessment Question Identified
Goal	8	2	1	3	9
Percent of Area Plans	75%	16.5%	8%	25%	75%
Fulfillment Level	Met	Not Met	Not Met	Not Met	Met

WVC Goal: 75%
Source: Review of Area Plans

Discussion:

WVC Area Plans for both instructional and non-instructional programs aim to use prior year data to identify gains and gaps and use those measures to set goals for the coming year. Area Plans include an assessment component. Areas are asked to use identify an assessment question, use data to address the question and to address enrollment/retention, student demographics, and program learning outcomes. Program learning outcomes for noninstructional programs are focused on what the student should gain from experience in that program.

3.2 Improve student engagement with Advising services, that ensures equitable access to these resources.
Measure 3.2.1: Enrollment in gateway courses.

 Gateway courses are recognized as those courses that create opportunities for students in their programs by either meeting a requirement or prerequisite. For example, English 101 or its equivalent is required by every degree at WVC and is a prerequisite for many courses. WVC wants to assure that students complete English 101 in the first year to enable students to progress towards their degree requirements.

Course		Population	AY2016	AY2017	AY2018
ENGL& 101	English Composition I	HU-SOC	68%	73%	67%
ENGL& 101	English Composition I	non HU-SOC	80%	81%	79%
MATH& 107	Math in Society	HU-SOC	82%	79%	66%
MATH& 107	Math in Society	non HU-SOC	89%	81%	74%
MATH& 141	Precalculus I	HU-SOC	60%	54%	60%
MATH& 141	Precalculus I	non HU-SOC	72%	74%	70%
MATH& 146	Introduction to Stats	HU-SOC	77%	80%	70%
MATH& 146	Introduction to Stats	non HU-SOC	82%	85%	78%
BIOL& 241	Human A & P 1	HU-SOC	53%	57%	57%
BIOL& 241	Human A & P 1	non HU-SOC	62%	74%	53%
SOC& 101	Intro to Sociology	HU-SOC	87%	89%	88%
SOC& 101	Intro to Sociology	non HU-SOC	94%	94%	90%
HIST& 146	US History I	HU-SOC	68%	66%	71%
HIST& 146	US History I	non HU-SOC	82%	76%	73%
BUS& 101	Intro to Business	HU-SOC	89%	95%	84%
BUS& 101	Intro to Business	non HU-SOC	94%	97%	89%

 Source: WVC Transcript data

Measure 3.2.2: Numbers of students participating in advising.
Measure 3.2.3: Percent of students participating in advising in first year.

Source: Data is still being identified for reporting

Discussion:
Since 2018, as part of WVC's Guided Pathways initiative, work has been done to try and improve advising for students. In 2018, much of the faculty meetings conducted during launch week was aimed at helping faculty improve their advising and to help them understand how to use the pathways WVC had established to help students find a path to completion. The guided pathway committee in 2018 and 2019 looked at ways to encourage students to participate in regular advising, especially on quarterly advising days. A student survey showed that almost three-fourths of students felt they should see their advisor at least once per quarter. However,

only about a third reported having done so. The Guided Pathways committee has worked with faculty in projects to improve and foster student advising, with stipends being provided to faculty for their work.

Collecting data on student participating in advising has proven to be difficult and is a subject for further work to be done both by the Support for Learning Committee and the Guided Pathways committee.

3.3 Student satisfaction with services.
Measure 3.3.1: Student satisfaction with student services.

		2017-2018	2018-2019		2020-2021
Goal		3.75	3.75		3.75
Student Services		3.42	3.51		3.74
Fulfillment Level		3.50	3.50		3.50

WVC Goal: 3.5 average rating on five-point scale
WVC Mission Fulfillment Level: 3.75 average rating on five-point scale
Source: CCSSE and WVC Student Surveys

Measure 3.3.2: Student satisfaction with library services.

		2017-2018	2018-2019		2020-2021
Goal		3.75	3.75		3.75
Library Services		3.71	4.47		4.39
Fulfillment Level		3.50	3.50		3.50

WVC Goal: 3.5 average rating on five-point scale
WVC Mission Fulfillment Level: 3.75 average rating on five-point scale
Source: CCSSE and WVC Student Surveys

Measure 3.3.3: Student satisfaction with tutoring.

		2017-2018	2018-2019		2020-2021
Goal		3.75	3.75		3.75
Tutoring		3.27	3.73		3.88
Fulfillment Level		3.50	3.50		3.50

WVC Goal: 3.5 average rating on five-point scale
WVC Mission Fulfillment Level: 3.75 average rating on five-point scale
Source: CCSSE and WVC Student Surveys

Measure 3.3.4: Student satisfaction with advising and planning.

		2017-2018	2018-2019		2020-2021
Goal		3.75	3.75		3.75
Advising & Planning		3.34	2.65		3.61
Fulfillment Level		3.50	3.50		3.50

WVC Goal: 3.5 average rating on five-point scale
WVC Mission Fulfillment Level: 3.75 average rating on five-point scale
Source: CCSSE and WVC Student Surveys

Measure 3.3.5: Student satisfaction with orientation.

		2017-2018	2018-2019		2020-2021
Goal		3.75	3.75		3.75
Orientation		3.57	3.44		3.66
Fulfillment Level		3.50	3.50		3.50

WVC Goal: 3.5 average rating on five-point scale
WVC Mission Fulfillment Level: 3.75 average rating on five-point scale
Source: CCSSE and WVC Student Surveys

Discussion:

Most of the satisfaction data presented in this report was a major portion of the indicator data provided in the Mission Fulfillment and Core Theme Indictor reports from 2012 to this year. For brevity, there will not be extended discussion here on these items.

WVC has a three-year schedule for administering college wide student surveys. In the first year, WVC administers a homegrown student survey, covering basic student satisfaction with services, students' assessment of their progress on the college wide student learning outcomes and questions related to current areas of concern for the college. Results of the 2021 student survey are available on the web. In the second year, a nationally normed survey is conducted. The CCSSE was used in 2019 and recently used in 2022. Results for the 2019 CCSSE can be found on WVC's website. In the third year, no planned surveys are conducted, to allow the college to evaluate information from previous surveys and to allow for other surveys to be conducted.

A quick review of the results, summarized above, shows that students are satisfied with the services that are being provided to them. The 2021 student survey showed continued satisfaction overall, in spite of the pandemic. is expected that as students return to campus in the coming academic year, their satisfaction with services will even improve.

3.4 Increase student opportunities to mentor, be mentored by others, teach, and be taught by other students.

Measure 34.1: Number of students peer mentoring.

		2020-2021
Goal		25
Student Mentors		12
Fulfillment Level		10

WVC Goal: 25 peer mentors
WVC Mission Fulfillment Level: 10 peer mentors
Source: Student Services and Grant Programs

Measure 34.2: Number of students being peer mentored.

		2020-2021
Goal		125
Student Mentored		81
Fulfillment Level		50

WVC Goal: 125 students
WVC Mission Fulfillment Level: 50 students
Source: Student Services and Grant Programs

Measure 34.3: Number of students participating in Skills Lab.

Source: Data still being collected

Discussion:
For **Measure 34.3**, Skills Labs are a unique instructional format that emerged from the Academic Excellence workshops offered by MESA. Skills Labs are taught by Peer Tutors, students who have successfully completed a class and who commit to sitting in on the class again with students to keep pace and flow with what the instructor is teaching. Weekly, the Peer Tutor offers a problem solving session in either MESA or the Math Center to support students in that class. The purpose of Skills Labs is to enhance completion and to provide just in time support for underserved populations in math or science. Skills Labs have been offered in intermediate algebra, precalculus and calculus sequences, general chemistry for majors, and engineering physics.

Peer mentoring was much discussed topic as WVC built its 2018 strategic plan. Almost all of the environmental scanning done by the college for building the plan showed a high degree of interest by students, staff and faculty was expressed for building a peering mentoring program at WVC. In fact, peer mentoring was the third ranked strategic theme of the 127 considered at the time.

Once the plan was in place, the Support For Learning Core Theme Committee began to make plans for a program. They made visits to colleges with peer mentoring, studied research on peer mentoring and began putting a structure in place for peer mentoring at WVC.

The goal for peer mentoring at WVC is to focus efforts on at risk students, some of whom have fallen into academic difficulties, and help them work to strong academic achievement in their studies. The goal is to have five students assigned to a peer mentor, for mentors to meet with assigned students once a week. These meetings focus on the students' prior week, discuss what was achieved and what could have been done better, to recommend WVC services that might help the student, discuss the coming week for students, and to set goals for the next week and the future needs of the students.

The hoped-for outcomes of peer mentoring are to help at risk students navigate WVC student experience, improve the student intake process, help reach out to students experiencing academic problems, and to build the program through word of mouth and positive student experiences.