



**2021-22 Core Theme Indicator and Mission Fulfillment  
Report: Educational Achievement**

**WVC Board of Trustees**

May 2023

## **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.

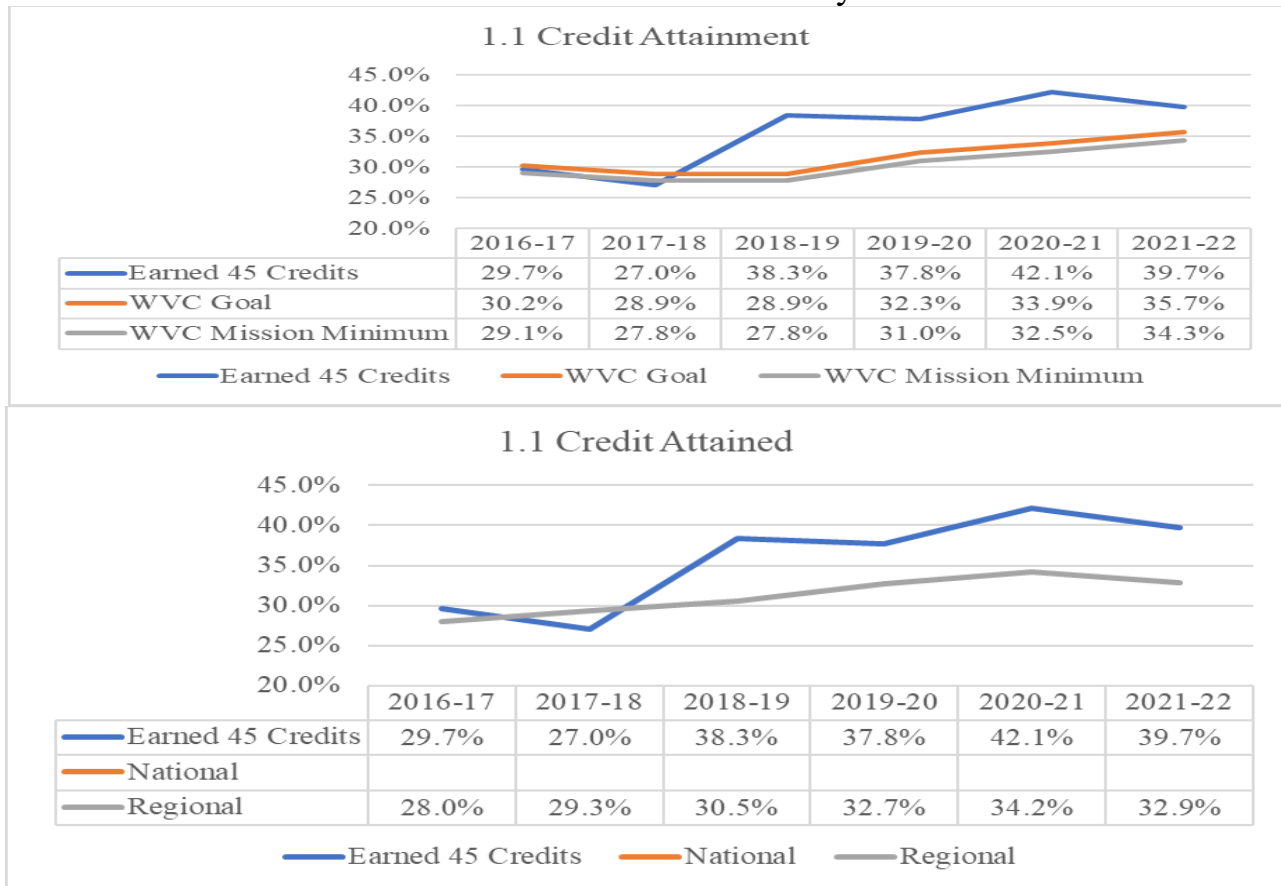
### Introduction

A brief introduction is necessary before presenting data on the Educational Achievement Core Theme (EA). The data presented here has been revised in many ways to be more consistent with state data, as in Fall of 2022 SBCTC revised how they calculated data for the FTEC database and the related dashboards. While WVC data does not fully reflect these changes, they have been in closer alignment with the state measures.

The Northwest Commission on Colleges and Universities (NWCCU) has changed its definition of what constitutes regional and national comparison data. As the data in this report is intended to fulfill the requirements of NWCCU standards, next year’s report will use four Washington colleges and two out of state colleges for the regional comparison, instead of using all community colleges in the state’s system. The intent had been to use the new regional data for this report, but getting permission and agreements from other colleges has proved to be a challenge that will take more time. The good news is that next year’s data will be more relevant to WVC and more actionable.

## 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. However, the impact of the pandemic on student credit status was pronounced. Students attending tended to be more likely to be full time students. This in turn impacted the average number of credits taken in the first year. As the pandemic moved into 2021-22, old enrollment patterns tended to return and the average number of credits taken by students dropped slightly.

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](#)).

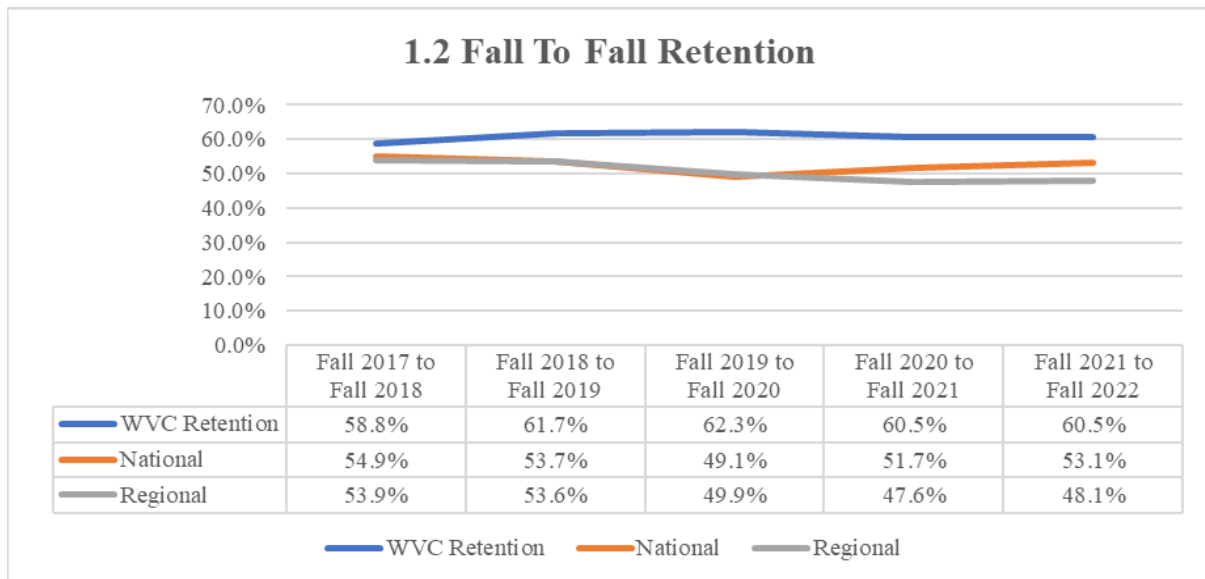
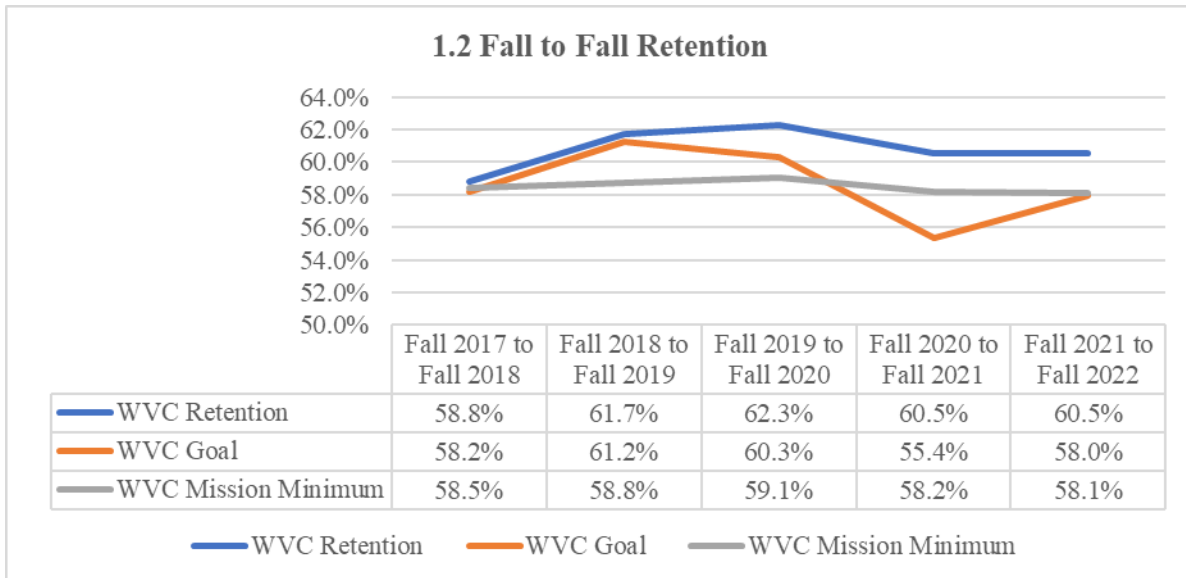
When looking at the disaggregated data, most of the achievement gaps that existed in prior years persisted into the 2021-22 academic year. For older students, attaining 45 credits in their first year was a continuing challenge. Most saw slight declines in attainment by age, excepting students 30 years of age or older, who seemed to recover to pre-pandemic levels of credit attainment.

Male students saw a drop of approximately 4% in their ability to attain 45 credits in the first year, while female students stayed at about the same level as the prior year. Students of color saw a drop in attainment of 45 credits of about 6%, with Latinx students seeing the largest drop of 6.9% in 2021-22. White students stayed about the same as the prior year. It is fairly clear from these data that there was a definite correlation between ethnicity and gender in credit attainment. Male students of color had more difficulty in attaining 45 credits in their first year in 2021-22.

Financial aid continued to have a clear impact on a student's ability to attain 45 credits with their first year of college. However, the gap between those receiving aid and those who did not narrowed significantly. This was partly due to the increased numbers of students receiving aid in 2021-22, including federal Higher Educational Emergency Relief Funding (HEERF) grant funds.

## 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 criterion 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.

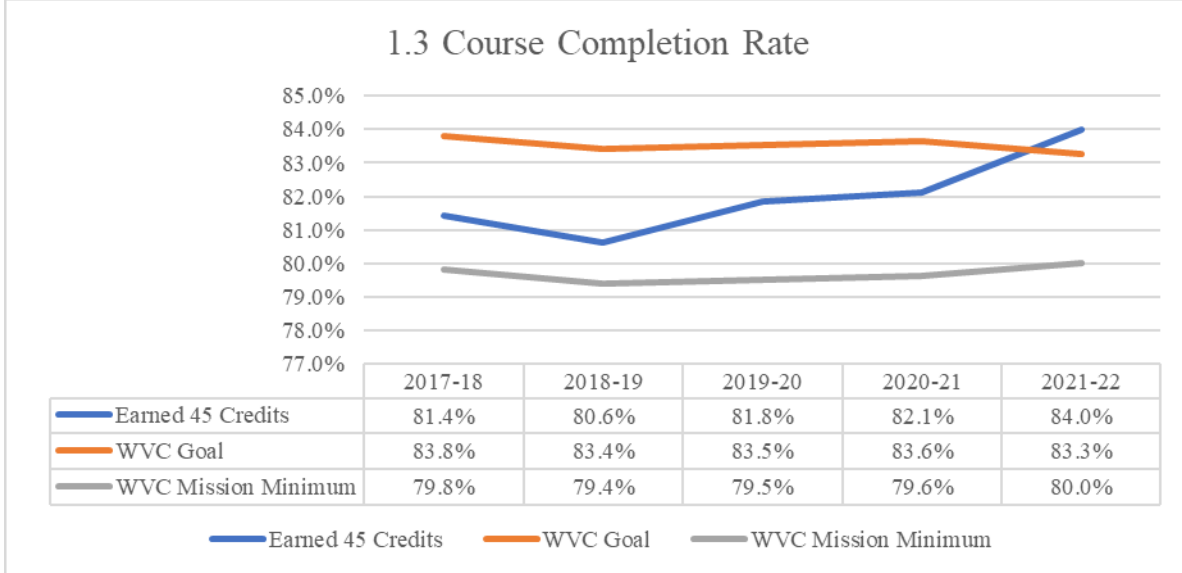
While this is laudable, the converse situation must be stated. If our retention rate is at 60%, this means that 40% of students were not retained from Fall 2020 to Fall 2021. These students represent WVC's most vulnerable populations and demonstrate the need for continued improvement. While 100% retention is not possible, WVC still has a lot of work to do in retaining its students. It is to be noted that the pandemic continues to impact retention and will likely continue to do so for at least two more years.

There was a marked jump in retention for students between 25 and 29 years of age. It is believed that this is primarily due to the pandemic and its impact on younger working adults, who saw disproportionately high levels of unemployment in 2020 and 2021. As those levels of unemployment started to ease in 2022, these students were more likely to find employment and less likely to continue with college.

There was an unexpected drop in Latinx retention rates. The reasons for this are unclear, as the drops were not seen in other students of color. Again, this is likely due to the impact of the pandemic and the ability of outreach and grants to fully contact and encourage these students to attend and remain in college. At the same time, students who were economically better off and who were white saw marginal improvement in retention rates. The equity gaps around retention that have surfaced during the pandemic are a major area of concern for the college. New enrollment management strategies are being formulated to deal with this issue.

### 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, possible measure from NCES coming

#### Discussion:

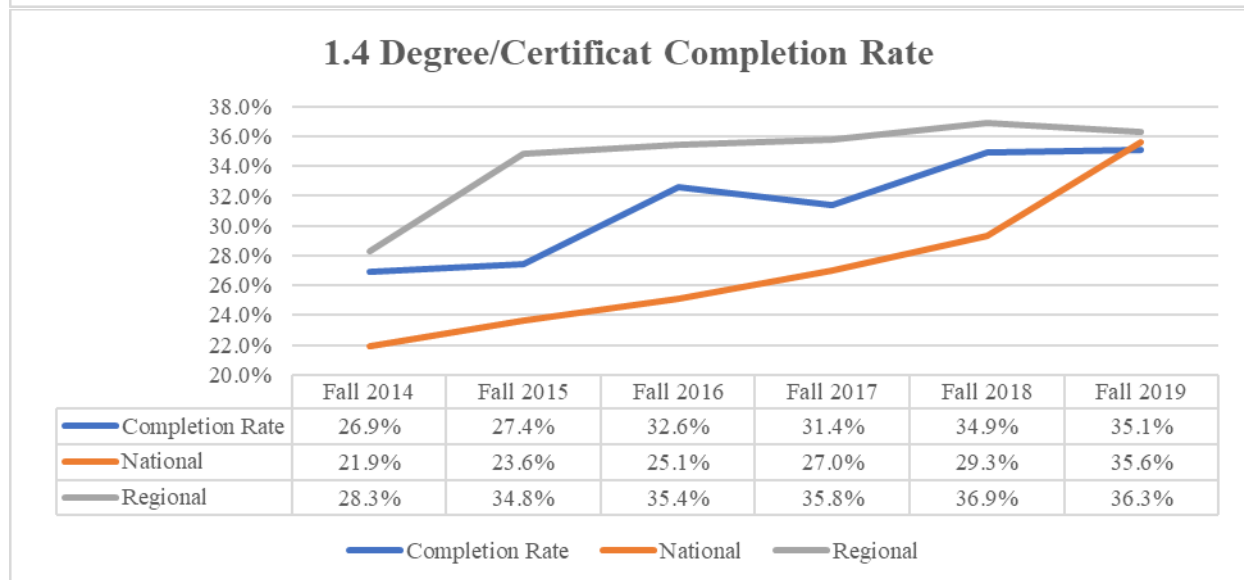
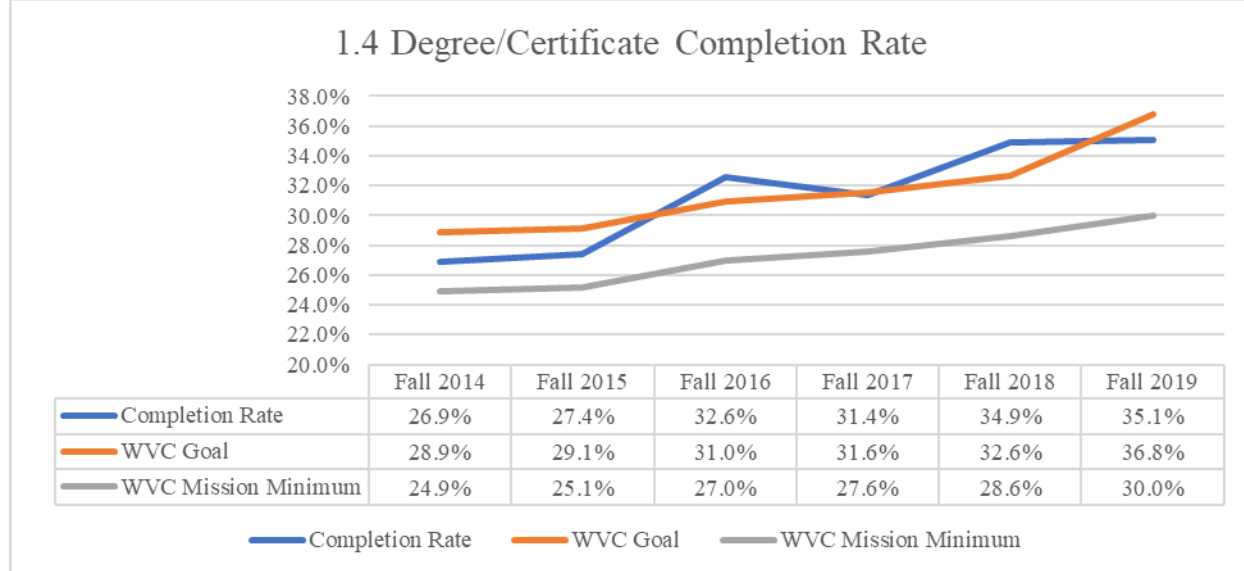
NWCCU standards only mention a need for colleges to measure “completion” ([Standard 1.D.2](#)), but do not define what counts as a completion. In fact, the [accreditation handbook](#) lists two types of completion being acceptable for college measurement for student achievement, that of course or certificate/degree completion. WVC has chosen to measure both types of completion. It should be noted that while WVC measures both statewide this is not a universal practice. WVC will be working with four in-state colleges and two out-of-state colleges to collect this measure for regional comparison purposes. Nationally, there is discussion for the National Center for Educational Statistics (NCES) to begin collecting course grades of D, F, or withdrawal (DFW). WVC considered using this measure for Indicator 1.3 but chose to focus on the positive aspect of course completion instead, counting grades of C or better.

In general, students have relatively high course completion rates at WVC. Demonstrations, like one at NWCCU’s Annual Conference, show this is not the case for many colleges and universities. Also, most of the disaggregated data shows that there are mostly few real gaps in achievement for this measure in age, gender, and economic status. However, there is a very real gap in achievement between ethnic groups. Latinx students trail white students in course completion by a little over 5.5%, Black students by 8.3% and Native American students by 15.1%. These gaps have remained in place for these students though overall completion rates have improved over the last four years.



## 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:

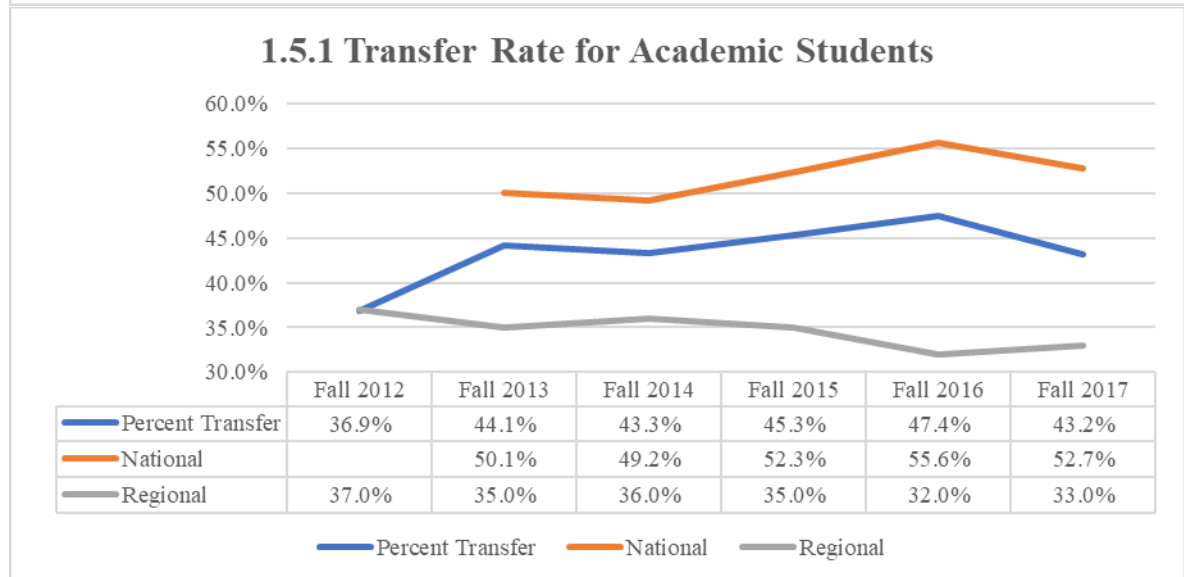
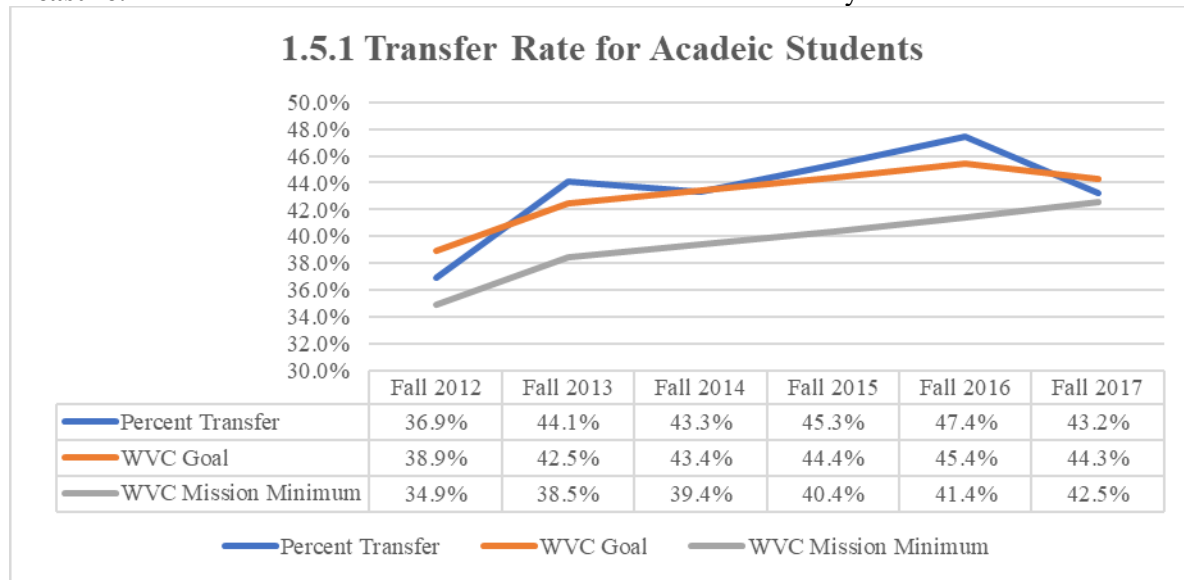
Certificate or degree completion has been a long-reported indicator for WVC. Like some previous indicators, this rate has been reported since 2010 in indicator reports. Also, it has been a constant feature of national and state reporting. The focus on degree completion has been and continues to be the 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 known report on completion was done by the then Commissioner of Education in 1874. So, this measure is neither new nor uncommon.

WVC has seen steady improvement in its graduation rate numbers over the last four years. In fact, it had been expected that WVC would see a drop in graduation rates due to the pandemic. This drop did not fully materialize. WVC students showed an ability to adapt to the changing situation and make the best of their education opportunities.

With that being said, WVC's older students lagged well behind those of traditional aged WVC students. Those over 25 years of age had a graduation rate only slightly more than half of that of younger students. Similarly, male students only graduated at a rate of 27%. Latinx students had a graduation rate 10% lower than white students. Also, low-income students struggled. Some of this is certainly due to the impact the pandemic had on vulnerable student populations. However, if these gaps can be addressed, WVC will almost achieve a level of completion that colleges and universities, no matter how elite, strive for but very rarely achieve.

## 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:

Like 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

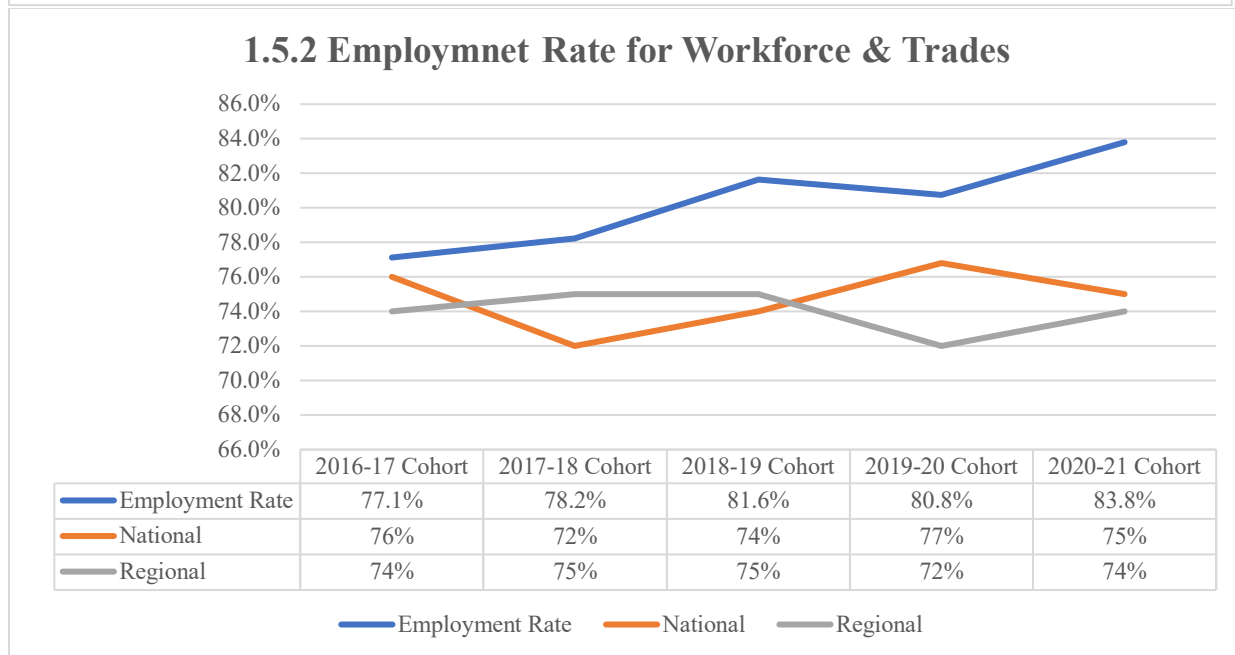
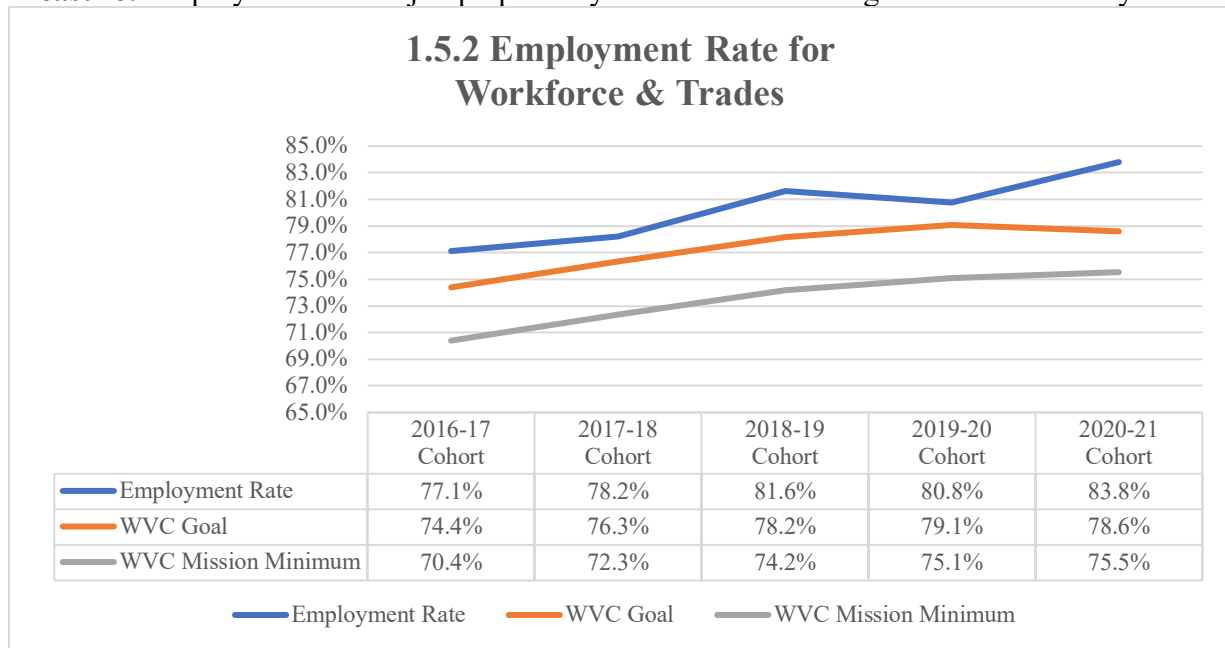
student enrollment and completion data. This allows outside institutions to verify student enrollment, for example to verify a student's enrollment status for reduced car insurance rates. Also, NSC provides institutions with the ability to track their former student enrollments at other institutions 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.

Unfortunately, these data have been a little unstable due to the pandemic and its impact on NSC to accurately collect and process college data. Disaggregating these data has proven a challenge for this cohort due to the shift to ctcLink. However, state and federal data seem to confirm the general direction of transfer overall.

As for equity gaps in transfer, the pattern reflects much of what has existed in the recent past. Students of color, older students and students from poorer socioeconomic backgrounds are less likely to transfer in five years of starting college, usually by about 10 to 15%. The one exception for this is for male students, whose transfer rates are not as high as female students, but only by less than 5%

### 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. The pandemic had a clear impact on employment rates. Even so, 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.

Most of the gaps in employment rates can be traced to the impact the pandemic had on vulnerable student groups. In particular, Latinx, older students and students from lower economic backgrounds saw small drops in their employment rates, generally less than 5%.

**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.

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22*</b>
<b>Earned 45 Credits</b>	90%	90%	90%	90%
<b>WVC Goal</b>	50%*	66%	74%	80%
<b>WVC Mission Minimum</b>	80%	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 academic year 2021-22, WVC had a successful student learning outcomes experience. The college participated in a wide variety of assessment activities, assessment coordinators worked with more faculty departments and groups, and Area Plan submission was at an all-time high. Also, there was a marked improvement in the quality of assessment that was being done.

All of this was reported to NWCCU. First was the Ad Hoc Report and Evaluation conducted in October of 2021. Following that WVC had their regularly scheduled Mid-Cycle Report and visit from NWCCU evaluators. Those reports and evaluations will provide a better understanding of what WVC has done around student learning assessments. You can find them at the [WVC Mission and Accreditation website](#).