



**2021-2022 Core Theme Indicator and Mission Fulfillment
Report: Support For Learning**

WVC Board of Trustees

May 2023

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

Table 3. Non-instructional Program Area Planning Assessment Efforts					
Year	# of non-instructional Area Plans	# of Area Plans with Data	Data Type*		Assessment question identified
			Completion, retention, enrollment and/or demographic data	Learning Outcomes	
Goal	15	8	2	3	9
Fulfillment Level	75%	75%	75%	75%	75%
19-20	6	4	4	0	3
% of Plans	40%	27%	27%	0%	20%
20-21	1	1	0	0	0
% of Plans	7%	7%	0%	0%	0%
21-22	11	8	3	2	6
% of Plans	73%	53%	20%	13%	40%

Source: Review of Area Plans

Discussion:

Noninstructional programs include Athletics, Bookstore, CAMP, Concurrent Enrollment, Counseling, Educational Planning, Facilities, Financial Aid, Fiscal Services, Library, Student Access, TRIO SSS, PIO Office, and Student Grants Center. The Omak Campus also does a Campus Area Plan annually. Collectively, these 15 programs are asked to review prior year Gains and Gaps in order to set future year Goals in the same way that Instructional programs do.

3.2 Improve student engagement with Advising services, that ensures equitable access to these resources.

Measure 3.2.1: Enrollment in gateway courses (See Appendix A).

Appendix A Gateway Courses (downloaded April 11, 2023) provides a sample of high enrolled classes at WVC, disaggregating course success for historically underserved students of color (HU-SOC) relative to

Measure 3.2.2: Numbers of students participating in advising (See Appendix B).

WVC is working to enhance, stabilize, and equitably distribute advising loads which are spread across educational planners, navigators, faculty, and program assistants across a large swath of the college. Director of Advising Jaima Kuhlmann manages advising loads as outlined in Appendix B.

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

Student engagement in development of two-year educational plans, reflection on their career and transfer goals, progress towards degree completion, and financial planning are enhanced with regular advisement, commencing in the first year. At present, this data is not available but WVC is working to build these capabilities.

3.3 Student satisfaction with services.

Measure 3.3.1: Student satisfaction with student services.

	2017-2018	2018-2019		2020-2021	2021-2022
Goal	3.75	3.75		3.75	3.75
Student Services	3.42	3.51		3.74	3.56
Fulfillment Level	3.50	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	2021-2022
Goal	3.75	3.75		3.75	75
Library Services	3.71	4.47		4.39	3.16
Fulfillment Level	3.50	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	2021-2022
Goal	3.75	3.75		3.75	3.75
Tutoring	3.27	3.73		3.88	3.70
Fulfillment Level	3.50	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	2021-2022
Goal	3.75	3.75		3.75	3.75
Advising & Planning	3.34	2.65		3.61	4.37
Fulfillment Level	3.50	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	2021-2022
Goal	3.75	3.75		3.75	3.75
Orientation	3.57	3.44		3.66	3.38
Fulfillment Level	3.50	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:

In the spring of 2022, WVC conducted the CCSSE survey. Normally, this survey is conducted in class, reaching a specific sample of classes to insure solid response rates. Usually, the college collects between 420 and 600 student responses. The 2022 survey had to be administered fully online, not tied to student courses. Also, the pandemic was still in full force then, so most students were fully online, not face-to-face. This impacted response rates, which plummeted to 202 student respondents. For that reason, the margins for error for the survey are very high and make reaching conclusions about student equity gaps difficult.

From these data satisfaction with the library was not very high. Again, more a factor of difficulties in getting access to the library for papers and research. Surveys that were done during the pandemic had many students voice this frustration. So, it is likely that students were not unhappy with the service the library staff provided, but that access restrictions were a frustration and difficulty for most students.

A mirror image to this was student satisfaction with the advising they received during this period. To have an average rating above 4.0 on a five-point scale is basically unheard of in this type of student research. In addition, surveys done on student experiences during the pandemic pointed to the fact that they appreciated the advising and help with educational planning they received from the college. Many students remarked that they appreciated the efforts of faculty and student services staff in making sure they got the information they needed to meet their educational goals.

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	2021-2022
Goal	25	25
Student Mentors	12	9
Fulfillment Level	10	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	2021-2022
Goal	125	125
Student Mentored	81	61
Fulfillment Level	50	50

WVC Goal: 125 students

WVC Mission Fulfillment Level: 50 students

Source: Student Services and Grant Programs

Discussion:

Peer mentoring has been a strategic goal for WVC since the formation of the 2018-23 strategic plan. In the environmental research conducted to build the plan, repeatedly the wish to develop and build a strong peer mentoring program was expressed. Sadly, the pandemic has been detrimental to the efforts to build peer mentoring. In talking with college leaders of peer mentoring at WVC, all expressed sadness that the program has lagged as the pandemic made peer contact work difficult and, in some cases, impossible to do. WVC looks forward to rebuilding its peer mentoring in the coming years.

Measure 34.3: Number of students participating in Skills Lab/Tutoring.

Source: Data still being collected

Discussion:

In 2020, WVC modified its tutoring structure to better reflect the existence of tutoring services across campus. The Tutoring Center that existed in the Library (now Accommodations Testing) was only one areas where Skills Labs and Tutoring occurred. The Write Lab, SSS TRIO, CAMP, MESA, the Math Center, and Omak all provide tutoring in a decentralized way. Data supports, and WVC recognizes, that students who engage in tutoring regularly experience increased success.

Appendix A. Course Success with a C or better (Source: SBCTC Data Dashboard).

Comparison	Course	Populat	Format	2016	2017	2018
Wenatchee Valley	ENGL& 101 English Compos	HU-SOC	Face to Face	68%	73%	67%
	ENGL& 101 English Compos	non HU-SOC	Face to Face	80%	81%	79%
Peer College(s)	ENGL& 101 English Compos	HU-SOC	Face to Face	72%	71%	72%
	ENGL& 101 English Compos	non HU-SOC	Face to Face	80%	80%	80%
	ENGL& 101 English Compos	Not Reported	Face to Face	81%	79%	77%
Wenatchee Valley	MATH& 107 Math in Society	HU-SOC	Face to Face	82%	79%	66%
	MATH& 107 Math in Society	non HU-SOC	Face to Face	89%	81%	74%
	MATH& 107 Math in Society	Not Reported	Face to Face			89%
Peer College(s)	MATH& 107 Math in Society	HU-SOC	Face to Face	73%	74%	74%
	MATH& 107 Math in Society	non HU-SOC	Face to Face	80%	82%	80%
	MATH& 107 Math in Society	Not Reported	Face to Face	70%	77%	70%
Wenatchee Valley	MATH& 141 Precalculus I	HU-SOC	Face to Face	60%	54%	60%
	MATH& 141 Precalculus I	non HU-SOC	Face to Face	72%	74%	70%
Peer College(s)	MATH& 141 Precalculus I	HU-SOC	Face to Face	61%	61%	61%
	MATH& 141 Precalculus I	non HU-SOC	Face to Face	72%	73%	74%
	MATH& 141 Precalculus I	Not Reported	Face to Face	70%	71%	75%
Wenatchee Valley	MATH& 146 Introduction to S	HU-SOC	Face to Face	77%	80%	70%
	MATH& 146 Introduction to S	non HU-SOC	Face to Face	82%	85%	78%
Peer College(s)	MATH& 146 Introduction to S	HU-SOC	Face to Face	70%	67%	67%
	MATH& 146 Introduction to S	non HU-SOC	Face to Face	79%	79%	77%
	MATH& 146 Introduction to S	Not Reported	Face to Face	64%	71%	67%
Wenatchee Valley	BIOL& 241 Human A & P 1	HU-SOC	Face to Face	53%	57%	50%
	BIOL& 241 Human A & P 1	non HU-SOC	Face to Face	62%	74%	53%
Peer College(s)	BIOL& 241 Human A & P 1	HU-SOC	Face to Face	64%	67%	67%
	BIOL& 241 Human A & P 1	non HU-SOC	Face to Face	74%	74%	74%
	BIOL& 241 Human A & P 1	Not Reported	Face to Face	79%	76%	71%
Wenatchee Valley	SOC& 101 Intro to Sociology	HU-SOC	Face to Face	87%	89%	88%
	SOC& 101 Intro to Sociology	non HU-SOC	Face to Face	94%	94%	90%
Peer College(s)	SOC& 101 Intro to Sociology	HU-SOC	Face to Face	75%	75%	76%
	SOC& 101 Intro to Sociology	non HU-SOC	Face to Face	82%	82%	83%
	SOC& 101 Intro to Sociology	Not Reported	Face to Face	87%	84%	83%
Wenatchee Valley	HIST& 146 US History I	HU-SOC	Face to Face	68%	66%	71%
	HIST& 146 US History I	non HU-SOC	Face to Face	82%	76%	73%
Peer College(s)	HIST& 146 US History I	HU-SOC	Face to Face	65%	62%	70%
	HIST& 146 US History I	non HU-SOC	Face to Face	79%	81%	82%
	HIST& 146 US History I	Not Reported	Face to Face		90%	
Wenatchee Valley	BUS& 101 Intro to Business	HU-SOC	Face to Face	89%	95%	84%
	BUS& 101 Intro to Business	non HU-SOC	Face to Face	94%	97%	89%
Peer College(s)	BUS& 101 Intro to Business	HU-SOC	Face to Face	73%	80%	68%
	BUS& 101 Intro to Business	non HU-SOC	Face to Face	83%	85%	84%
	BUS& 101 Intro to Business	Not Reported	Face to Face	80%	93%	77%
	BUS& 101 Intro to Business	Not Reported	Face to Face	81%	79%	77%

Appendix B. Advising Loads 2022

WENATCHEE ADVISOR COUNT (as of 05/04/2022)			OMAK ADVISOR COUNT (as of 05/04/2022)		
Liberal Arts Transfer	Teaching Discipline	Count	Science/Math/Engineering Transfer	Count	Count
Alman, Aaron (ALMA)	Communications	15	Bossett, David (BDSN)	Pre Nursing, Biology	15
Baca, Renee (BACP)	Spanish	16	Caccetta, Christa (CACCE)	Pre Nursing, Math	22
Bailey, Scott (BAIS)	Art	14	Dawes, Ralph (DAWR)	AAS, Geology (and Astronomy, Meteorology)	17
Birkman, Richard (BRIR)	Sociology	21	Fitch, Robert (FITC)	Pre Nursing, Biol, Oceanography/Marine Biol.	26
Dobzauer, Natalie	Art	7	Hendrickson, Shane (HENS)	Pre Nursing, Chemistry	33
George, L'Anne (GEOL)	Psychology	19	Hewitt, Awarith (HEWA)	Pre Nursing, Chem, Gen. Sci., MESA	30
Goodheart, James (GOOD)	Dev Ed (MESA)	12	Hewitt, Awarith (HEWA)	Pre Nursing, Comp. Sci., Math (ASBE, 2021, 21)	14
Harrison, Rebecca (HARF)	English	14	Shelton, Dan (STEP)	Pre Nursing, Chemistry	34
Iwata, Juel (IWAI)	Music	14	Strohman, Dan (STEP)	Pre Nursing, Biology	35
Johnson, John (JOHN)	Philosophy, English	16	Unger, Bruce (UNGE)	Pre Nursing, Physics, Comp. MESA (pending June 2021)	15
Johnson, Samuel (JOSS)	Humanities	17	West, Sharon (WIES)	Gen. Sci., Comp. Sci., Math (MESA)	31
Konimeter, Lynne (KOTI)	Dev Ed	11	Average advisee count		25
Long, Erin (LONG)	Physical Ed, Outdoor Rec	14	Vocational/Technical Programs	Count	Count
Minhara, Joana (MINH)	Political Science	15	Batch, Scamling (BATS)	BCIT	14
Phylarath, Michelle (PFES)	Psychology	18	Bullock, Jeff	Agriculture	19
Ramirez, Ricardo (RAMI)	Chicano Studies	18	Burns, David (BURN)	CTS	21
Sheffield, Derek (SHEH)	English	16	Dobson, Tom (DOBT)	AUTO (ASSET) AUTO ADVISEES TO 2021	0
Wiley, Gerald (WIFE)	English (pending in June 2021)	13	Elvick, Anne (ELVA)	Digital & Graphic Des., Drafting	17
Vander-Hart, Craig (VANCI)	Philosophy	10	Greiner, Bob (GREER)	AUTO	32
Average advisee count		15	Jacobson, Zack (JACZ)	Industrial Tech., Electronics, Aerospace	24
Education Transfer	Count	Count	Jennings, Micki (JENM)	Machining, Welding	14
Clark, Dustin (CLAD)	Ed trans, History	16	Jordan, Greg (JOUR)	ESRT	13
Oldham, Barbara (OLDB)	Ed trans, Library Sci.	14	Leaky, Michael	Natural Resources	5
Shank, Amy (SHAS)	Ed trans, English (ASBE, 2021, 22)	5	Magae, Robert	Pre Science	7
Average advisee count		12	Martinez, Hilari (MARH)	ECE	75
Business Transfer	Count	Count	Geography (pending)	90 (not assigned any advisees)	1
Choman, Mike (CHOM)	Trans/Act, Business	26	Ramawamy, Sai (RAMS)	AAS T Engineering Tech., BAS, Engineering Tech	9
Kira, Kerri (KIEW)	Business, Pre Nurs, Math (MESA)	20	Smart, Robert (SMAR)	CI	21
Redmon, Angie (REDM)	Business	24	Average advisee count		18
Wysaham, Bern (WYSB)	Business, Math	23	Allied Health Programs		
Average advisee count		23	Kaiser, Jan (KAIS)	MA	16
Student Services & IS	Count	Count	Larreau, Katie (LARR)	MCT	11
Alman, Aaron (ALMA)	Information Systems (no longer doing)	5	Mozzill, Andrea (MOZA)	MA	14
Footbridge, Ryan (FOOR)	Under served, undisc'd, AAS, Pnc	17	Tracy, Patrick (TRAP)	MCT	8
Sanchez, Betha (SANB)	Under served, undisc'd, AAS, Pnc, CI	20	Tompkins, Claire	FADT	47
Mendoza, Anacly	Running Start (A-L)	264	Warman, Beverly (WARB)	GIS	24
Morgado, Dulce	Running Start (M-Z)	279	Average advisee count		20
			Nursing		
			Birville, Melissa	Nursing and Pre Nursing (new 22)	4
			Chwick, Bried	Nursing and Pre Nursing	16
			Psychology (ROSKY)	Nursing and Pre Nursing	37
			Unger, Bruce (UNGE)	Nursing and Pre Nursing	25
			Wolcott, Mary (WOLM)	Nursing and Pre Nursing	27
			Yule, Susan (YALS)	Nursing and Pre Nursing	29
			Average advisee count		21
			Total Wenatchee Advisees	1810	
Liberal Arts Transfer			Pre-Nursing	Count	Count
Kradie, William	Math	13	Gadenberg, Tina	English	8
Willis, Lynn	English (June 2021)	16	Average advisee count		12
Painter, Cameron	Traditional Studies, Math	9	Running Start	Count	Count
Sirkko, Tina	Electronic Services Librarian	19	Monroe, Maria	Running Start	142
Smith, Kestrel	American Indian and Indigenous Studies	9	Total Omak Advisees	239	
Business			Associate Programs		
Rogers, Jean	Business	14	Capob, Jennifer	RN to BSN (also advises Omak pre nursing)	24
Science/Math/Engineering Transfer			Ramawamy, Sai (RAMS)	AAS T Engineering Tech., BAS, Engineering	9
Donahue, Peter	English	15	Ross McCully, Marie (ROSS)	BAS Teaching (based in Omak)	10
Pre-Nursing			RED - Substantial Learning Loading - do not assign new advisees		
			GRAY - Ineffective - do not assign new advisees/NET		