WENATCHEE VALLEY COLLEGE

2022 Mid-Cycle Self Evaluation Report

Submitted by

Dr. James Richardson, President

Wenatchee Valley College

to

Northwest Commission on Colleges and Universities

March 21, 2022

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution'scycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true andcorrect to the best of my knowledge.

Wenatchee Valley College
_____

(Name of Institution)

Dr. James Richardson, President
_____

(Name of Chief Executive Officer)

_____

(Signature of Chief Executive Officer)

March 21, 2021
_____

(Date)

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Introduction

About Wenatchee Valley College

Wenatchee Valley College (WVC) was founded in Wenatchee in 1939 as a private college, with funds to hire the first teaching faculty guaranteed by community members. After a period of affiliation with the public K-12 school system, WVC became a public community college in 1967 with the passage of the Community College Act by the Washington State Legislature. At this time, Chelan, Douglas, and Okanogan counties were designated as WVC's service district. This area covers over 10,000 square miles and currently has a population of more than 172,000 residents. Though the area is primarily rural with widely scattered communities, the greater Wenatchee area has grown to a population of over 60,000 residents. WVC is one of 34 total community and technical colleges in Washington state.

As a state-supported community college WVC's mission is grounded in state statute (RCW 28.B 50). This legislation establishes community colleges as open-access institutions with the purpose of providing pre-transfer preparation, workforce education, transitional skills instruction, and lifelong learning opportunities. WVC's mission statement echoes this purpose, being formally revised and adopted by the Board of Trustees in June 2021:

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.

Under this mission statement, WVC has four core themes: Educational Achievement, Support for Learning, Responsiveness to Local Needs and Diversity and Cultural Enrichment. Each core theme has a dedicated committee composed of college faculty and staff that seeks ways to improve the college regarding each core theme. All four core themes and associated committees are focused on student success and achievement.

WVC's main campus is on a 52-acre site in central Wenatchee. It includes ten main buildings with classrooms, teaching labs, and offices; a library/media center; a student recreation center, a gymnasium; a student center with dining area and bookstore; a facilities and operations center; and athletic fields for baseball, softball, and soccer. As of fall 2021, the college has a new three-story classroom building, replacing a multipurpose/classroom building built in the early 1950s. The new 74,000-square-foot building now houses 25 classrooms, offices, program spaces, the Jack & Edna Maguire Conference Center and the Chelan County Emergency Operations Center. The building was named "Mish ee twie" in honor of regional higher education advocate, respected tribal elder and Wenatchi Advisory Board founding member Mish ee twie (Gloria L. Atkins).

During the construction of the new building, WVC acquired two new portable classrooms and repurposed an old, unused dorm building for office and lab space. These temporary accommodations will be maintained, as WVC is planning to replace another building that houses multiple technical programs in the future.

In 1972, a satellite campus was established in Omak, 100 miles to the north of Wenatchee, to better serve the residents of Okanogan County and Colville Confederated Tribes. In 1975,

WVC purchased its first permanent building to begin the campus in Omak. Over time, the WVC at Omak programs, services and buildings have grown to include additional classrooms, laboratories, offices, and a library. WVC is actively in the process of acquiring funding for a new medical and lab building for the Omak campus.

In 2020-21, WVC served almost 4,940 students, with those students generating 2,774 FTEs (annualized full-time equivalent students). Due to COVID-19 and having to offer almost all courses remotely, identifying the split of enrollment between campuses is not possible. In the past, there has been historically about an 89% to 11% split between the Wenatchee and Omak campuses. WVC is a designated Hispanic Serving Institution with 42 percent of its students of Latinx origin. In addition, 2.1 percent of WVC's students are Native American. Prior to COVID-19 considerations, most Native American students were enrolled at WVC at Omak, which is adjacent to the reservation lands of the Colville Confederated Tribes.

Status of 2019 Recommendations

WVC received three recommendations following the Northwest Commission on Colleges and Universities (NWCCU) [Year Seven Evaluation (pg. 37)](link) . Those recommendations were:

Recommendation 1: The evaluation committee recommends that Wenatchee Valley College assess the Omak campus to ensure that it is safe, secure, and sufficient in both quantity and quality, ensuring healthful learning and working environments that support the institution's mission, programs, and services. The evaluation committee further recommends that the institution make provisions for the security of property at the Omak campus. (2.D.2; 2.G.1)

Recommendation 2: The evaluation committee recommends that Wenatchee Valley College document through an effective, regular and comprehensive system of assessment, that students achieve identified learning outcomes at the course, program, and institutional level. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes. (2.C.5; 4.A.3)

Recommendation 3: The evaluation committee recommends that the college use the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. (4.B.2)

These recommendations were addressed in ad hoc reports and evaluations in fall of 2020 and 2021.

Following the 2020 Ad Hoc Evaluation, as of February 12, 2021, the NWCCU Board of Commissioners [set the following status](link) for the three spring 2019 mission fulfillment and sustainability recommendations:

- Recommendation 1: Fulfilled
- Recommendation 2: Continued as non-compliant
- Recommendation 3: Continued as non-compliant

As Recommendation 1 was considered as having been fulfilled, the 2021 Ad Hoc Evaluation focused on Recommendations 2 and 3.

Following the 2021 Ad Hoc Evaluation as of February 18, 2022, the NWCCU Board of Commissioners set the following status for three remaining 2019 mission fulfillment and sustainability recommendations:

- Recommendation 2: Spring 2019 Mission Fulfillment and Sustainability - Fulfilled
- Recommendation 3: Spring 2019 Mission Fulfillment and Sustainability - Fulfilled

WVC continues to work on these areas, seeking to improve the security of the college and improve the use collection and use of student learning outcomes to improve programs and student achievement.

Impact of COVID-19

In March 2020, the COVID-19 pandemic reached our district. The college mobilized to host a coronavirus tabletop exercise with the local health district. The next week, the college formed an Incident Command (ICS) team to make decisions regarding closure, use of college spaces and best sanitization practices. Our nursing director, who holds a doctorate in public health, and our safety, security and emergency manager joined both the college and regional health district team. After a robust Zero Week training for faculty in spring 2020, the college made a very successful transition to fully remote instruction in only three weeks. In a large rural district, technology barriers were high. WVC's ICS team helped facilitate virtual assistance lobbies, curbside services including mobile device checkout, library resources and food pantries. Free Wi-Fi access was expanded to include all parking lots. ICS led the effort to create online resources including an online readiness course to prepare students for online learning, virtual counseling, a live chat feature for the website, and virtual assistance with live video chat. The ICS team also worked to establish safety procedures to bring back workforce and other programs in person. More than 18 months after the beginning of the pandemic, WVC continues to develop tools for virtual and remote learning and service in response to the changing technology needs of students.

As of fall 2021, around 70% of classes are still completely online while others are either optionally online, hybrid or "hyflex." In these flexible classes, instructors are teaching students in person and remotely at the same time. With the help of federal relief funds, 40 classrooms in Wenatchee, Omak and the Nespelem government center (on the Confederated Tribes of the Colville Reservation) are now outfitted for hyflex instruction. In addition to improved learning facilities, WVC introduced its first institution-wide texting tool for students to receive reminders and help from multiple departments. Many essential services still provide virtual support, and the improvements in tools, technology and student support due to the pandemic will be lasting.

The pandemic further slowed work in a number of areas, as the college worked to adapt to a new normal. Developing new indicators for the new accreditation cycle was one such effort. In other areas, new ways of doing the work that leads to student achievement had to be found. Student learning outcomes assessment was one such area. Faculty have developed A Canvas shell for learning outcomes assessment and during the summer of 2021 held a special event called "Assesstivus," which is likely to become an annual event due to its success.

WVC is proud of how it has adapted to the pandemic. Like our students, we needed to learn and grow as an institution. Through this challenge, WVC has adapted to support students and the college district's educational needs.

Mission, Core Themes and Measuring Institutional Effectiveness

Mission

Wenatchee Valley College adopted its current mission statement in February of 2008. The mission statement was adopted after a yearlong process that included a wide range of stakeholders internal and external to the college. At the time it included seven core themes that had 91 indicators and measures of mission fulfillment. The number of core themes was reduced to the current four core themes, with ongoing changes to the number and scope of indicators of success. In May of 2021, WVC amended its mission statement to provide clear language around diversity, equity, and inclusion. It now reads, with added language underlined:

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.

This mission statement concisely states WVC's commitment to student learning and student educational achievement for the residents of the college's district.

The college monitors its institutional effectiveness and mission fulfillment through indicators and measures tied to the college's four core themes. Each core theme indicator has a stated level of expected performance. Through the 2020-21 academic year, these measures have only focused on a base level of performance that demonstrates core theme indicator success. Whether or not an indicator demonstrates success is used in an overall scorecard system to determine mission fulfillment. The success in fulfilling the college's mission has been reported in an annual report on mission fulfillment and core theme indicators. This report is presented to the college's Board of Trustees in the spring of the following academic year. The board reviews the data provided in the report on the indicators and then decides based on the report as to whether the college fulfilled its mission in the prior academic year. This is consistent with the board's policies on governance.

The process for scoring the college's institutional effectiveness will be discussed later, after discussion of the college's core themes and associated indicators of success.

Core Themes

Wenatchee Valley College has established four core themes that are tied to the college's mission. As mentioned above, these core themes were established in 2012 after the college's Year Seven Evaluation in 2010. A year was taken to pare down the original seven indicators for the current mission to four that better represented the key ideals for the college's mission statement. The following lists the four core themes, with their key objective. The color-coding of each theme is used to demonstrate how each of the core themes maps to WVC Mission Statement.

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.

Educational Achievement

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.

Support for Learning

Objective: WVC's non-instructional programs and services will support students' attainment of their educational goals and promote access to all 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

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.

Diversity & Cultural Enrichment

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 WVC's district will have opportunities to experience diverse and multiculturally rich perspectives through curriculum, educational programs, and special events.

Each core theme has a core theme committee, comprised of college faculty and staff Each core theme has a core theme committee, composed of college faculty and staff. These committees are responsible for supervising college activities around each of the core themes. They review indicator thresholds and recommend changes to thresholds to provide a basis for continual improvement. They recommend and plan college actions that support the core theme.

For example, in the past, the Responsiveness to Local Needs Core Theme Committee (CTC) has recommended the college be more active in providing a sustainable environment for the college campus and community. They have suggested changes to indicators and recommended the college decrease plastic waste by no longer selling plastic bottled drinks in

vending machines and the cafeteria. They have also recommended supporting curriculum on sustainability be provided to students.

As mentioned, when discussing the college's mission and institutional effectiveness, each core theme has a set of indicators that are used to determine core theme fulfillment and overall mission fulfillment. These indicators were originally set in 2012, following the 2010 Year Seven Evaluation. They were set by each core theme committee and the president's cabinet. The Board of Trustees ratified the set of indicators. Until the summer of 2021, these were the indicators reported on in the annual Mission Fulfillment and Core Theme Indicator Report. Following the 2019 Year Seven Evaluation, each CTC reviewed its indicators and proposed new indicators. This turned out to be an extended process, as the COVID-19 pandemic caused delays and difficulties for committees in meeting and adjusting to new methods of providing instruction and communication. However, a new set of indicators were recommended to the president's cabinet and adopted by the Board of Trustees in August of 2021. The old indicators were reported in February of 2022. The new indicators are to be overlapped with the old indicators for reporting on the 2020-21 academic year in the spring of 2022. Further, the new indicators will be reported in four individual reports in May and June of 2022.

Further detail on the old and new indicators will follow below, along with a discussion of how core theme indicators are evaluated.

Core Theme Indicators and Mission Fulfillment

From the 2011-12 academic year until the present, WVC has used a set of at least 32 indicators and measures, split between the four core themes, to measure its institutional effectiveness and mission fulfillment. The top-level data has been reported in an annual Mission Fulfillment and Core Theme Indicator report. In this report, each indicator or measure is benchmarked against an expected level of performance required for the indicator to be considered to have met the base level of performance in meeting core themes and college mission and objectives. The results are visually displayed in a basic scorecard format, where:

- **Green** score means the indicator has met the requirement for mission or core theme fulfillment and receives **2 points**.
- **Yellow** score means the indicator has approached, but not met, the requirement for mission or core theme fulfillment and receives **1 point**.
- **Red** score means the indicator has not met or approached the requirement for mission or core theme fulfillment and receives **0 points**.

The number of points scored for a core theme is totaled and compared against the total number of possible points for the core theme. This results in a percentage score for the core theme. In turn, the scores for all core theme indicators are totaled and compared to all possible indicator scores. This results in an overall percentage score for the college and its mission.

It should be noted that these percentage scores, as they are reported in the Mission Fulfillment and Core Theme Indicator Report, lend themselves to assigning a grade based on the percentage. This grade score is used to easily understand the scores and explain them to most stakeholders, especially external stakeholders of the district. Most understand that an

"A" is very good and that an "F" is poor. However, these letter grades are not the basis for determining core theme and mission fulfillment.

After input from WVC's CTCs, President's Cabinet, and the Board of Trustees, WVC has determined that a percentage score of 75% constitutes the college substantially fulfilling the objective of each core theme and fulfilling the college's mission. Below is a summary of the scores for each core theme and overall mission for the 2020-21 academic year, as reported in February of 2022 in the Mission Fulfillment and Core Theme Indicator Report.

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-

The Board of Trustees reviews the annual Mission Fulfillment and Core Theme Indicator Report and uses it to determine that WVC has fulfilled its mission. The board then resolves by a motion and votes that the college has or has not fulfilled its mission for the prior year.

Under this older system of measuring core theme indicators, only top-level data has been available in the reports. However, data has been provided to the college that allows for greater disaggregation by important demographics or other factors college stakeholders might consider important. For example, a dashboard looking at student retention was created for college stakeholders to review completion/graduation rates by program or department. Also, ad hoc data requests have always been available to the college through the Institutional Effectiveness (IE) department.

New Core Theme Indicators

As mentioned above, WVC has gone through a process of adopting new core theme indicators of success and mission fulfillment. Each CTC and the president's cabinet worked on developing these new indicators from the close of the last year seven accreditation cycle in July 2019 until July 2021. Usually, this should take 18 months to complete in a normal cycle. However, the COVID-19 pandemic forced many college priorities to be slowed or delayed. Setting new indicators was one of those priorities that was delayed. In August 2021, WVC's Board of Trustees reviewed the recommended new indicators and approved them to be used in reporting core themes and mission fulfillment. Also, it was determined that instead of providing core theme indicators in a single annual report, each core theme would report their indicators separately each month. For reporting core theme indicators for the 2020-21 academic year, both the old Mission Fulfillment and Core Theme Indicator Report and the new Core Theme Indicator Reports would be generated and used by the board to determine mission fulfillment.

Part of the incentive for changes was the realization that old 2012 core theme indicators were well-suited to meet the 2010 NWCCU Standards for accreditation but did not meet the newly adopted 2020 NWCCU Standards. While the old indicators, especially those around the educational achievement and diversity core themes, provided basic data on student achievement and gaps in achievement, they did not allow for the depth and requirements of the new NWCCU standards, especially for making the indicators more goal and improvement focused. Also, they did not easily lend themselves to comparing the institution to other regional and national institutions.

In addition to new core theme indicators, the college has determined to use a dual set of thresholds for scoring core theme indicators. A lower and upper threshold is to be set for each indicator. The lower threshold is the lowest value an indicator can have to be considered needed to fulfill the core theme's objective and the college's mission. The upper threshold is the WVC goal for each indicator. So, the lower threshold measures fulfillment and the upper threshold sets an achievable goal for the college to strive for and thereby improve. While it is expected that lower thresholds will change slowly, it is hoped that as the college achieves its goals, the upper thresholds will be shifted upward. These thresholds will be set by the CTCs and the president's cabinet. They have already been set for a number of indicators. For example, the Educational Achievement CTC has determined that upper and lower bounds for the indicator will be +/-2% over a five-year period.

How these new indicators are to be scored in their reports is still being determined. Also, there is discussion on the weighting of indicators, as the number of core theme indicators varies for each core theme. If it is decided that each core theme should have equal weight, then weighting would have to happen, where Educational Achievement's seven measures would be equivalent to Diversity & Cultural Enrichment's eight measures in scoring.

The new core theme indicators have been posted on the college's website. Also, sample drafts of the reports for each core theme are posted there. Excepting data for the Educational Achievement core theme, these drafts are mostly the current format for reporting indicators. They do not have all data or thresholds entered into them yet.

Indicators of Student Achievement

The 2020 NWCCU Standards indicate that colleges should have indicators that measure student achievement (1.D.2). Under the standards it is expected that these indicators disaggregate the data to address possible achievement gaps. Also, the college is expected to provide regional and national comparison data for indicators. The purpose of this is to ensure continual improvement and address issues of diversity, equity, and inclusion.

The new Educational Achievement core theme indicators and their measures have been developed with this in mind. Those indicators are listed below.

Core Theme	Indicator	Measure
Education Achievement	1.1 Credit Attainment (Persistence)	Percent of students who earn 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.	

These indicators, excepting 2.1, directly address each area asked for in the NWCCU standards. Disaggregated data has been collected for each of these indicators and is available on the college's website. Also, regional and national comparison data is available with the disaggregated indicator data on the website. The new Educational Achievement will include upper thresholds (indicator goals), lower thresholds (base level for fulfillment) and the comparison. The disaggregated data will likely constitute much of the discussion of the report. Again, stakeholders, both internal and external, will be able to access the report through the college's website.

The other core themes will make use of college data for establishing baseline thresholds and goal thresholds. However, as they are in most cases targeted directly to efforts that do not directly impact student achievement, they will not, in most cases, have comparison data or disaggregate data. For example, one indicator for the Support for Learning core theme is the number of student peer mentors the college has. Not all regional or national institutions have a peer mentoring program and those who do will be operating their programs much different than WVC will format and operate its peer mentoring. Therefore, the value of comparison or disaggregated data is limited. However, WVC's IE department will be helping the Support for Learning CTC and the college as a whole to look at the makeup of peer mentors and their impact on students. This would be a point for assessment of the peer mentoring program and

would be addressed in the program's Area Plan. Area plans and their impact on improvement and planning will be discussed later.

Strategic Plan and Area Plans

In 2016, WVC used the full year to research and develop its current strategic plan. A special committee of faculty, staff, administration and students worked to build the strategic plan. Representatives from most programs and CTCs were represented in this group. As research and development of the plan moved forward, WVC met with and received input from a wide range of stakeholders. Faculty input meetings were held. CTCs met and discussed progress, gave guidance to their representatives, and approved the final version of the plan. The student governments likewise met and participated in the planning process. Also, to include more student input, student focus groups and surveys were used to gather information. Interviews with external district leaders were held. A district survey was conducted as were community meetings. All of this was done to evaluate WVC's strategic position in the district.

The result was a [strategic plan](#) with six goals, four directly tied to each core theme and two for which each core theme shared responsibility. This strategic plan can be found on the [college's website](#). Please note that the first four goals of the plan are tied to the WVC's core themes and that all goals and objectives of the plan have been assigned to be the responsibility of a core theme. This way the core themes and strategic plan are tied together.

WVC's strategic plan received a commendation in the 2019 Year Seven Evaluation Report ([pg. 37](#)). The strategic plan is scheduled for a mid-cycle review in the spring of 2022. This review will be conducted by the college's new President's Council, which comprises representatives of the president's cabinet, faculty, staff, and students. This review has been delayed due to the impact of the pandemic and a desire to make the review one of the first projects of the new council. The review will look at the current position of the plan and may realign parts of the plan to match current issues and concerns. Further, Area Plans are expected to be tied to both the college's mission and strategic plan.

As programs and departments build their Area Plans, they indirectly adapt the strategic plan to meet their needs and conversely reposition the strategic plan to meet current college concerns. The college's Board of Trustees is regularly updated on strategic plan goals and approves updates and college efforts aimed at meeting the plan's goals and objectives.

All college programs and departments, both instructional and non-instructional, are required to submit an annual [Area Plan](#) to supervising directors or deans. These plans look at program and department recent gains, current gaps, and goals for the year. There are also plans to include a three-year assessment plan for student learning outcomes and program improvement. It is anticipated that gains, gaps, and goals will be directly tied to the college's mission and strategic plan. Also, data collected from assessment and other sources are to be used in articulating their gains, gaps, and goals. Area Plans are available for review by all college stakeholders.

These plans are reviewed by program or department deans or directors. They work with their programs to implement plans in the context of the college's mission and strategic plans. In turn, deans and directors submit Area Plans with associated budget requests to their supervisory president's cabinet member. Cabinet members work with deans and directors to assure Area Plans are aligned with the mission, core themes and strategic plan. Also, they use

the Area Plans and budget requests tied to the plans to make final budget decisions on funding positions and programs. This results in a bottom-up process for determining how college resources are allocated to meet college needs while positioning the college to meet its mission, core themes and strategic goals.

The development of Area Plans has been an ongoing process for WVC. Prior to 2018, Area Plans had no standardized structure and were mostly short narratives of what programs were doing and what they wanted to do, along with budget requests. They were interred into a web portal that was difficult and complex to use. Rarely was data provided to justify plans or budgets. Knowing this was a gap in planning, in 2018 the college adopted the current format of Area Plans, with the gains, gaps, goals, and assessment plans. The quality of these Area Plans has improved, and they have become more data-centric. Also, WVC's Assessment Coordinators have helped programs and departments to make better use of data. They were the ones responsible for moving to a three-year assessment process tied to Area Plans. This allows departments and programs to use the first year to build outcomes and assessments, the second year to do assessments and collect data, and the third year to put it all together to plan improvements.

As Area Plans are a component of WVC's student learning outcomes assessment process, they will be discussed in that context later.

Student Learning & Achievement

Support for learning

At WVC support for student learning and engagement starts before classes begin with intentional outreach programming and continues with integrated advising, orientation and retention efforts.

WVC has two bilingual recruiters who conduct college outreach by visiting high schools as well as working specifically with migrant education specialists and parent advisory committee members. College outreach also includes presence at community events, visits to local businesses, fliers, posters, radio, and partnerships with community-based organizations. Many of these outreach sessions include Q&A and/or individual conversations with prospective students regarding their educational goals and the opportunities and resources available at WVC.

In addition to traditional outreach efforts, WVC recognized a need for more culturally appropriate community outreach strategies to reach the Latinx community. WVC has initiated a grassroots community outreach group called Promotoras de Educación to reach out to the Latinx community. Last year, the Promotoras de Educación collected data from over 300 residents about how to better serve the community and inform them of the WVC areas of study. Results of this community outreach indicated that approximately 50% of surveyed respondents had not heard about WVC and that 46% of the Latinx community surveyed lacked a high school diploma. This data indicates that a large percentage of the community does not know about the college and may need to take college preparatory courses, such as those offered through the WVC Transitional studies program, prior to enrollment. As this grassroots outreach project continues, the team will train the Promotores de Educación to share basic information about financial aid, areas of study, transfer information, and other topics identified to provide outreach in a multi-lingual, multi-generational way.

Once students have enrolled at WVC, all new first-time students (not including those enrolled in Running Start) are required to meet with Education and Career Planning staff to assess proper course placement. Incoming students are surveyed to evaluate their career and academic pathways and to be assigned a faculty advisor. WVC programs are clustered into Areas of Study, which are similar to Meta Majors. WVC Areas of Study include Health and Human Services, Business, Skilled Trades, STEM, Liberal Arts, and Exploratory Programs. Students unsure of their career pathway are directed to a career coach (an online career assessment tool) to help identify interests and strengths, with results later discussed with a college navigator/advisor. During these initial meetings, college navigators explain the different degrees that are offered at WVC to help the student understand the difference between the AA-DTA, AAST, and certificate programs. The incoming survey also helps identify whether a student is eligible for CAMP, TRIO, MESA, or disability services. Students who enroll in CAMP, TRIO SSS, and MESA programs develop an education plan to document educational goals, outline a two-year course plan, and start to consider transfer schools at the beginning of their tenure at WVC. Running Start students are required to meet with advisors and develop a two-year educational plan that highlights high school and college completion requirements. Most students complete these plans during the summer prior to starting classes at WVC in the fall. Finally, students enrolled in Adult Basic Education and Transitional Studies have high-touch, individualized advising that includes the creation of educational plans for I-BEST supported programs and those enrolled in Washington's high school completion program (known as High School+) that helps students meet their high school graduation requirements and begin to earn college credit.

WVC offers a three-day new student orientation course to provide information about campus resources, review academic programs, and connect students. As part of this event, all Running Start students also participate in a College 101 event to familiarize them with WVC resources such as tutoring, writing center, math center, counseling, campus life and more. In addition, Transitional Studies (TS) students who enroll in ABE courses take a mandatory two-credit ABE Orientation Class that introduces new students to WVC and the programs and resources available.

Once classes begin, staff and faculty monitor student progress and intervene to ensure student success. For example, in the ABE programs, faculty monitor student progress through class assignments and communicate if necessary with personal communication (phone, email, and Canvas messages). Students enrolled in CAMP, TRIO/SSS, Athletics, and Campus Life clubs are required to participate in regular academic progress check-ins. During these check-ins, staff and students discuss grades in each class and if needed, students are referred to campus resources such as tutoring, math and writing centers, and faculty office hours. Students are coached to talk to their instructors and ask questions to clarify assignments and expectations for success. Students can reach out to faculty advisors anytime throughout the term for academic or career guidance and there are dedicated advising days each term for students to meet with faculty advisors. If students have not declared a program of study, advisors provide guidance by discussing their interests and coursework needed for graduation. WVC also has an early alert system where faculty and staff can report students of concern (academic, behavioral, etc.). Advisors follow-up by contacting the student to discuss the report and help them address barriers to success. Letters are sent to students that end up on warning, probation, or suspension status. Students on probation have a block put on their student account which forces them to meet with the adviser to register. Any students who are put on academic probation or suspension must meet with an academic advisor or faculty counselor before they can enroll for subsequent terms. Students who are struggling with issues are

regularly referred to WVC's Counseling & Support Services for academic, career, financial and personal counseling. The services are free, voluntary, and confidential for WVC students. Running Start and CAMP also have mentorship programs where second-year students help first-year students establish a college connection with someone that has gone through the process before.

Degree & Certificate Programs

Wenatchee Valley College's Instruction Team utilizes a defined structure for ensuring that its academic programs are providing degrees or certificates that meet the needs for students intent upon transfer or direct entry into work. This structure includes use of external input through advisory committees, department and program planning and assessment, continuous environmental scanning, and an annual academic planning process that guides the work of the Instruction Team and its allocation of resources. Appropriate program content is assessed by professional technical and allied health programs by reviewing the curriculum with advisory committees. Outcomes data (graduation rates, placement and wage, and transfer success) are incorporated into review for all programs.

Assessing Student Learning Outcomes & Outcomes Improvement

Wenatchee Valley College entered its 2019 Year Seven Comprehensive Self-Study aware that more work was necessary to demonstrate student learning in order to fulfill the Educational Achievement core theme (Self-Study, p. 39). While structures have been put in place to provide regular programmatic review through area plans (which asked for gaps in success, gains over the past year and goals for the future), little evidence existed that these plans included direct or indirect measurement of student learning and the use of the results of such measures for program improvement. Similarly, while the college had identified four Student Learning Outcomes (SLOs) and had invested in annual institutional review of one of these SLOs (example) each year, the cycle had been initiated too late in the seven-year cycle for the college to be able to look at these results and establish institutional accountability around graduates' demonstration of their fulfillment. Finally, assessment at the course level was not aligned to program-level outcomes to allow the college to strengthen its programs.

WVC documented these concerns and initial changes in its Year Seven Comprehensive Self Study. Furthermore, WVC initiated several institutional changes in fall 2018. WVC recognized a disconnect between planning processes and assessment. To address this, the college simplified its area plan process. In addition to gains, gaps, and goals, the college asked programs to identify one assessable question the program would like to know the answer to and begin measuring those programmatic questions.. In the first year, program participation in this linkage was irregular, but increased in 2019-20. Also, the college made a concerted effort to distinguish more clearly the differences between SLOs, course learning outcomes (CLOs), and program learning outcomes (PLOs). Previously, faculty had largely relied upon their CLO assessment as evidence of student learning. Faculty engagement in academic assessment in 2018-19 was largely educational. Faculty desired a better understanding of the relationship between student learning outcomes at the institutional level and their value in the classroom. In addition, some faculty were unaccustomed to thinking about their disciplinary areas as programs. To address this, the college engaged in an information campaign that sought to reinforce the fundamental value of SLO assessment for accountability and CLO

assessment for program improvement. The college asked every program to create 5 to 8 PLOs that would describe what a graduate of that program would be expected to know, think, or do in the content area. The college goal for 2018-19 was for every program to establish program learning outcomes, and the college largely achieved this goal.

During its 2019 launch week (Event Schedule, p. 2, 5), WVC invited Dr. Gianina Baker, assistant director of the National Institute for Learning Outcomes Assessment (NILOA) reviewed the college's year seven self-study and provided additional insight and consultation regarding the usefulness of assessment for improving student learning. Faculty feedback regarding launch week activities was positive, and the engagement in assessment noticeably improved.

In October, 2019, the Educational Achievement Core Theme Council recommended funding for development of Assessment Coordinator (AC) positions, faculty on release to support departments and programs in their assessment efforts. The ACs were developed to encourage a culture of assessment and advocate for assessment as a means of improving student learning and institutional effectiveness. ACs work collaboratively with faculty and staff to support their assessment activities and to foster continuous improvement of course, program, and student learning outcomes. Also, ACs consult with academic and student support programs on area plans, curriculum mapping, program learning outcomes, and assessment. ACs provide guidance on assessment methodologies, data analyses, and interpretations with the aim of using results to plan for and take action toward continuous improvement. ACs facilitate meaningful conversations about course, program, and student learning outcomes. ACs support the assessment committee and their efforts to develop, organize, analyze, and report on student learning outcomes and related activities. Finally, ACs help the administration, faculty, and staff promote internal and external communication of assessment exemplars and vignettes to celebrate success.

The work done by the Assessment Committee and Assessment Coordinators in 2019-20 advanced foundational work into real progress towards assessing programs, documenting student learning, and using the results of assessment in program improvement as illustrated in their year-end report. In total, 24 faculty prepared vignettes during the 2019-2020 academic year. These vignettes involved data collection at the course or program level to evaluate questions about student learning. In addition to the vignettes, several programs prepared learning outcome maps and assessment plans in the 2019-20 academic year. For example, five programs developed PLOs, six programs updated PLOs to make them more measurable, seven programs developed learning outcome maps, and four programs developed over-arching assessment plans.

Assessment coordinators revised the area planning process to prioritize assessment and improvement. Instead of requesting new area plans annually, the coordinators recommended that area plans be three-year cycles. Year one establishes the area plan (including gains, gaps, and goals). Year two focuses on analysis of results. Year three focuses on providing evidence of improvement. The coordinators also established a roadmap for assessment to better illustrate the linkage between assessment and planning. Finally, the coordinators took on the significant challenge of building program-level assessment with faculty colleagues. The revisions from the assessment coordinators were implemented in 2020-21.

The college is capitalizing on the momentum gained in 2019-20. The Assessment Committee and coordinators generated their own area plan with goals for the current academic year. The coordinators provided the 2020 Launch Week keynote, celebrating the college's successes over the past year. In 2019-20, dedicated time for department and program assessment was provided in each of the three quarterly Dean's Days (see academic calendar). Finally, a summer Assesstivus activity in July allowed departments and programs to collaborate on completion of their 2021-2022 Area Plans. The Assessment Coordinators facilitated and led a cooperative event for departments and programs to work collaboratively on their Area Plans and program assessment. Faculty worked on their plans for the year, which focuses on assessment of program learning outcomes.

WVC is taking several approaches to ensure the effectiveness of the assessment of student learning outcomes. One effort has been the development of vignettes, as seen in several places in this document. Vignettes accomplish several purposes. They are celebratory, making assessment an accomplishment, not just a box to be checked; they are instructive, showing other faculty yet another way assessment can be done; and they are milestones, marking a point in a department's journey. Another effort has been to ensure that learning outcomes assessment is owned and led by faculty. The VPI and the deans provide general direction and act as consultants, but the practical leadership comes from the Assessment Coordinators and program chairs. Another effort has been the deliberate approach to phases of assessment, documented in the area plans, whether they are in years, with loop closure in year three, or whether they are in phases that can be accomplished in a single year. Finally, the college's Guided Pathways work is a high-level driver toward effectiveness, with work happening to "ensure learning" being a crucial part of helping students be successful at a transfer institution or in their transition to a living wage job.

WVC has several ways that it ensures that learning outcomes assessment happens on a regular basis. The most significant is the area plan development process, with plans typically due in November. The plans address gains, gaps, and goals, and document the pursuit of an assessment question, and the resulting data collection, analysis and application of an intervention. In a given year, program faculty may be starting the process, be somewhere in process, or may be moving on to a new question, having completed the previous one. The point is not that programs are all at the same phase of assessment, but that they are all somewhere in process, documenting that annually in the area plan. Another institutional effort that supports regular assessment is the recent change to the master syllabus template, in which PLOs were added to the table that lists CLOs and SLOs. Syllabi will be updated to include this information. The Assessment Coordinators themselves make two efforts that contribute to the regular nature of learning outcomes assessment at WVC: they develop a comprehensive annual plan for themselves, after first documenting their efforts in the previous year; and they present during the annual all-faculty meeting that occurs the week before the start of the fall quarter. These presentations are well-received, as they showcase faculty assessment work at the program level, and provide a regular, effective framework for assessment for the upcoming year.

WVC's approach to learning outcomes assessment is comprehensive, involving both academic and non-academic programs, and on the academic side, including assessment at the course, program and college levels. Focus has been placed on program-level assessment given the recommendations from NWCCU evaluators. Course-level assessment has happened in the past via a spring survey in which faculty have voluntarily self-reported examples of

their work. That has been suspended during the pandemic as a way to take some of the load off of overwhelmed faculty. SLO assessment has focused on one outcome per year; the college recently completed one pass through all of the outcomes. The assessment has happened on a quarterly basis, using Canvas as a reporting mechanism. At this point the college will review the data and determine which of several options to take: repeat the process over the next few years in order to create the basis for comparison; select an outcome that clearly needs attention and focus assessment there; or allow program faculty to select a SLO where they believe they have the potential to improve achievement. Assessment of PLO achievement is addressed comprehensively primarily through the area plan development process, in which all academic programs participate. Program chairs are encouraged to work collaboratively with their program peers, whether they are full-time or adjuncts, and they have the support of the Assessment Coordinators and their deans. Deans review plans and provide feedback, and the plans are collected and stored in such a way that faculty can see plans from other programs.

Faculty with teaching responsibilities lead and perform the assessment of clearly identified student learning outcomes. To date, the Assessment Coordinators have come from Humanities, Business Technology, Biology, Student Development, and Machining, with one coordinator being the director of WVC's Student Access Services. Since their inception, the Assessment Coordinators have emphasized the improvement of PLOs as foundational work for PLO assessment. Responsibility for assessment clearly falls on program chairs, whose responsibilities are identified in the faculty contract. While the academic deans and VPI provide general direction and support, it is the Assessment Coordinators who meet with chairs and program faculty to review PLOs, determine assessment questions, identify data collection and analysis methods, determine interventions and identify the results. Program chairs work with their program peers to identify gains, gaps, goals, and the assessment work to be documented in the area plans, and it is their responsibility to write those plans.

WVC uses a three-phase process to connect assessment of program learning outcomes to planning. The process is documented annually in area plans. While many programs exercise the process over three years, it can be accomplished in a single year depending on the nature of the assessment. In phase one, program faculty identify a PLO they want to assess and determine how the assessment will occur. In the second phase, results are analyzed, problematic areas are identified, and interventions defined. In phase three, the effectiveness of the intervention is determined, and the decision is made either to modify and repeat the assessment or to begin assessment of a different PLO. The area plan is the same document in which programs identify gains and gaps from the previous year(s) and goals for the upcoming year. It is natural that there is a two way interaction between assessment and planning in these documents. On one hand, the assessment work can directly address any of the gaps or goals identified; on the other, the planning can be informed by the results of the assessment work.

Course learning outcomes assessment has less of an impact on institutional planning. Programs have both budgets and course fee revenue that can be used to enhance student learning opportunities at the course level, and that planning is also often reflected in the area plans. In the past, CLO assessment was documented on a voluntary basis via a spring survey, but that activity has been suspended during the pandemic. The data from that survey indicates that faculty use a wide variety of assessment techniques, assess a wide variety of course activities, and draw inspiration for the assessment from their own observations, conversations

with colleagues, and input from students. Most CLO assessment informs planning about types of learning activities, though some informs planning regarding modification or development of course content.

Student learning outcomes at the college level are assessed via the reporting tool in Canvas. The college has just completed its first pass through assessment of the complete set of SLOs. Each year, one SLO category was selected, and faculty were asked to identify one specific outcome each quarter (if that category was relevant to their discipline) and a data source within their course to use to report their students' achievement of that outcome. At this point, the Assessment Committee will need to review the four years' worth of data to determine next steps. Those steps could include repeating the SLO assessment in order to create a data set for comparison; to identify any outcomes where the college is clearly struggling; or to continue the quarterly process but allow faculty to assess any SLO relevant to their program and discipline. The college has a well-defined data set on student achievement in a comprehensive set of categories, though it has recently taken the opportunity afforded by starting a new seven-year accreditation cycle to revise those indicators.

Learning outcomes assessment informs planning of learning support through several channels. The college's shared governance process, joint meetings of student services and academic leadership, sharing of data by the Assessment Coordinators, and the college's Guided Pathways planning all connect learning outcomes with planning of student support services. The college's shared governance structure includes an Instruction Council, in which administration and academic leadership come together around a shared agenda. Needs identified through learning outcomes assessment can be presented at IC, along with desired solutions, so that the committee members can come to agreement on appropriate changes. In the 2020-2021 year, instruction leadership (deans and directors) reached out to student services leadership to start meeting to discuss shared interests around student success. Most of the conversations have revolved around diversity, equity and inclusion topics, though some have been around access, given the recent conversion to a new student information system and resulting challenges in registration, seeing grades and managing fees. Assessment Coordinators can also help the college use the results of learning outcomes assessment to inform planning by working directly with program chairs on their area plans. The coordinators meet frequently as a group and share activities on both the academic and learning support areas of the college, so the coordinator who supports assessment in learning support areas is well-informed about the results of learning outcomes assessment. This year featured the first Assesstivus, planned and organized by the faculty coordinators to be a week in July in which they provided resources and support for programs to come together and develop their 2021-2022 area plans. Area plans are submitted to the dean or director for

feedback, revised if necessary, and then posted in the assessment Canvas course. The coordinators then can consult them and share them with learning support areas as appropriate.

Academic Year 2022 has been an opportunity for the College to solidify its gains towards a culture of inquiry, particularly as academic departments utilize the three year assessment cycle . The Ad Hoc Report of September 1, 2021 documented many of these gains with Vignettes in various phases of the cycle including Nursing (Year One), Business Computer Technology (Year Two), Philosophy (Year Three), English (Year Three), and Transitional Studies (Year Three).

WVC Area Plan Analysis

Area plans for the past three years (19-20, 20-21, and 21-22) were reviewed and that analysis indicates that WVC faculty and staff have increasingly incorporated data into their annual planning efforts; see Table 1 and Figure 1 below. In addition, the use of data has shifted from primarily enrollment, completion, retention, and demographic data to incorporation of data that evaluates student learning outcomes.

Table 1. Comparison of Data Use and Incorporation of Assessment into Program Planning Efforts

Year	# of Area Plans	# of Area Plans with Data	Data Type*		Assessment question identified	% of area plans
			Completion, retention, enrollment and/or demographic data	Learning Outcomes		
19-20	38	24	20	6	25	66%
20-21	35	19	12	11	26	74%
21-22	48	42	20	33	43	90%

*Note: plans might have >1 type of data

Figure 1: Type of Data Used in Assessment included in Area Plans
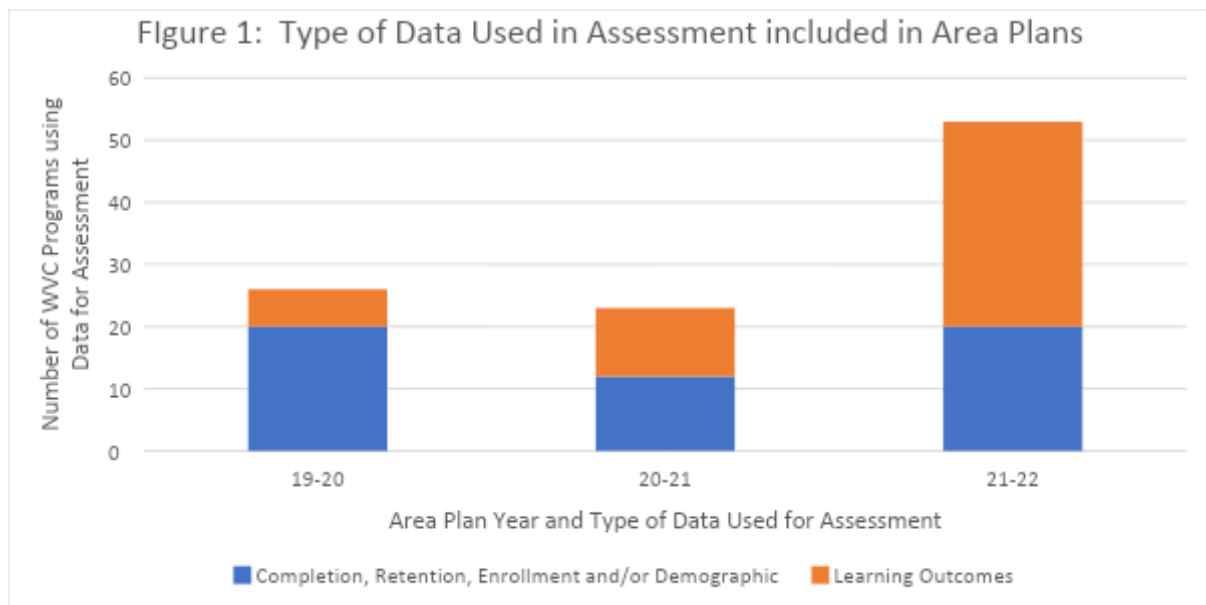
There has also been progression in the cycle of assessment at WVC over the past 3 years. Table 2 and Figure 2 document the number of programs asking assessment questions and their phase in the assessment cycle of inquiry. Here is how the phases are defined:

- Phase 1 – Program has identified an assessment question and they plan to start collecting data;
- Phase 2 – Program has collected data to answer an assessment question. As a result of this data collection, the program has proposed interventions to improve student learning and/or they have proposed to dig deeper and further evaluate this assessment question; and
- Phase 3 – Program is closing the loop on assessment indicating that the program has evaluated a second round of data collection to assess the change implemented as a

recommendation of Phase 2. Programs may also be in Phase 3 if the initial evaluation of student learning indicates that students are achieving the benchmarks for success. Either way, once a program has reached Phase 3, they should work towards identification of another assessment question to restart the cycle of inquiry.

Table 2: Phase of Assessment documented in Area Plans

Year	Phase 1	Phase 2	Phase 3
19-20	23	2	0
20-21	16	8	2
21-22	10	28	5

Figure 2: Phases of Program Level Assessment at WVC
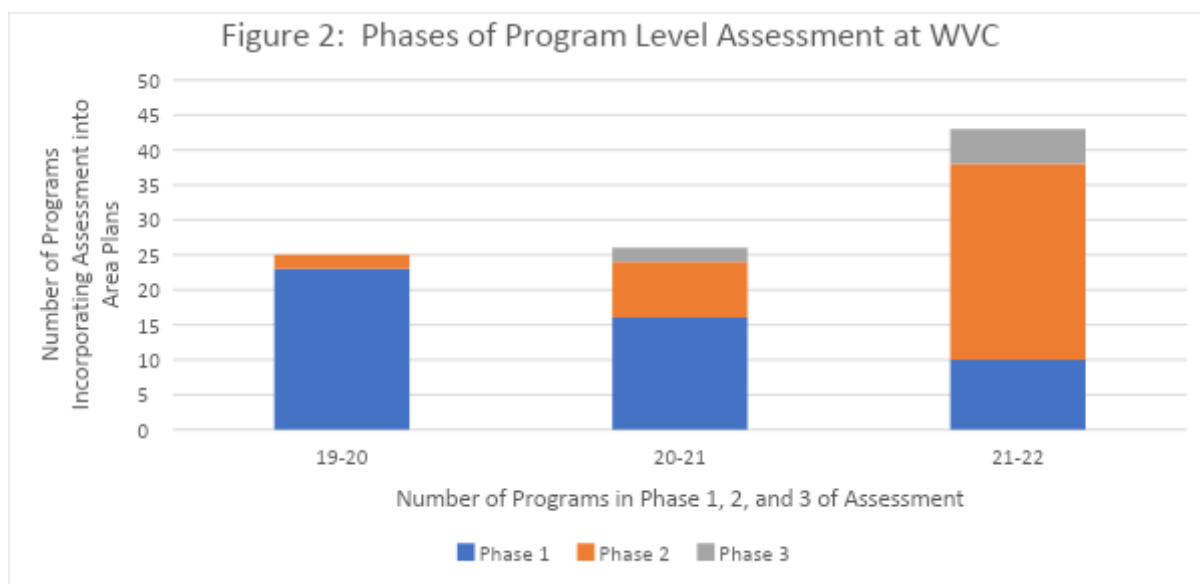
Data compilation to support the tables and figures above is included in a spreadsheet with tabs for each year. The notes column in the spreadsheet summarizes program level efforts to improve student learning and/or assessment questions being evaluated to document assessment of student learning outcomes. However, in order to truly characterize the awesome teaching improvement efforts and assessment efforts ongoing at WVC, one would need to read each program area plan for more details than what is provided in this summary spreadsheet.

Note that this summary only compiles information about data use and incorporation of assessment into the annual program planning efforts. The gain, gap, and goal content of the area plans could also be summarized to highlight consistencies that could be tackled at the department level. A campus wide compilation of budget and staffing requests might also be an interesting analysis for dean, faculty, and staff review.

Student Learning Outcomes

WVC identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students. Expected student learning outcomes are defined for all courses, programs, and degrees. Degree-level outcomes are defined by WVC's

student learning outcomes ([SLOs](#)). Definitions for each outcome were developed in summer and fall 2018. Further in 2018, SLOs were mapped to courses and programs for easy reference. for faculty and administrators.

Results

2018-2019 Social Interaction					
Student Learning Outcomes	**Students (dup)**	**Average Rating**	**Mastery**	**Number of Courses**	**Course Prefixes**
Collaboration	3088	2.78	596	160	ABE, ACCT, AGRI, ART, ANTH, AUTO, BCT, BIOL, BUS, CHEM, CMST, EAP, ECED, ECON, ELEC, ENGL, ESRT, GEOG, HUM, HLTH, MA, MATH, NURS, NUTR, OCED, PHIL, POLS, PSYC, RADT, SDS, SOC
Ethical Conduct	846	2.70	124	38	ACCT, ASTR, BIOL, BUS, CHEM, CMST, ECON, ENGL, HIST, MA, MATH, METR, NURS, PEH, PHIL, RAD
Professional Conduct	1749	2.53	271	89	ABE, AGRI, ART, ASTR, BCT, BIOL, BUS, CDS, CMST, CWE, GEOL, HLTH, INDT, MLT, NURS, OCEA, PCOL, PHYS, PSYC, RADT
Cultural Diversity	1422	2.84	580	102	ABE, AIIS, ANTH, CHST, CMST, ENGL, GEOG, HIST, HUM, NURS, PCOL, PEHR, PHIL, PSYC, SOC

2019-2020 Inquiry					
Student Learning Outcomes	**Students (dup)**	**Average Rating**	**Mastery**	**Number of Courses**	**Course Prefixes**
Information literacy	2293	2.77	1656	124	ABE, AGRI, AIIS, ANTH, ART, ASTR, BIOL, BUS, CHST, ECON, ELEC, ELTRO, ENGL, GEOL, HIST, HLTH, MACH, MATH, MLT NURS,

					OCEA, PEH, PHIL, PSYC, RADT, SDS,
Research	2567	2.58	1818	129	ABE, ACCT, ANTH, AGRI, AIIS, ART, ASTR, BIOL, BUS, CHEM, CHST, CMST, ECED, ENGL, GEOL, HIST, HUM, MACH, MA, MATH, NURS, NUTR, PEH, PHARM, PHIL, PHYS, PSYC, RADT, SDS, SOC
Documentation	1584	3.10	1196	80	ABE, AGRI, ANTH, BUS, CHEM, CMST, ENGL, ENGR, GEOG, MACH, MATH, NURS, PEH, POLS, PSYC, SDS

2020-21 Problem Solving					
Student Learning Outcomes	Students (dup)	Average Rating	Mastery	Number of Courses	Course Prefixes
Critical Thinking	4325	2.76	1413	39	ABE, AGRI, AIIS, ANTH, ASTR, AUTO, BIOL, CHST, CMST, CWE, ELEC, ENGL, ENGR, ESRT, GEOG, HIST, HLTH, MA, MACH, MATH, METR, MLT, NURS, NUTR, OCEA, PHARM, PHIL, PSYC, RADT, SDS
Creative Thinking	711	3.10	328	235	ABE, ANTH, ART, BUS, CMST, CWE, ENGL, ENGR, GEOG, NURS, PSYC, RADT, SDS, SPAN
Quantitative Reasoning	1088	2.95	351	62	ABE, ACCT, ANTH, BIOL, CHEM, ENGR, MATH, PHARM, PHYS, RADT
Qualitative Reasoning	733	3.31	81	39	ANTH, BUS, CHST, ECON, ENGL, MATH, MLT, PHARM, POLS, PSYC

Results show that WVC is assessing Student Learning Outcomes across the curriculum with an opportunity to improve mastery in a variety of areas as we enter a second cycle iteration. WVC also has an opportunity to develop additional assessment tools and techniques to identify SLO mastery.

Diversity, Equity & Inclusion

Wenatchee Valley College is continually working on leading with equity for student success. The college is committed to diversity and inclusion; the district student body is 55 percent students of color, including 44 percent Latinx, and both WVC campuses reside on the ancestral lands of the Colville Confederated Tribes (CCT).

WVC has identified equity gaps in student success outcomes and is aware that other gaps remain unidentified. To help identify and address those gaps, diversity, equity and inclusion training has been implemented for students, faculty, staff, and administration. The president's cabinet, the board and the foundation board all participate in quarterly antiracism discussions/training. Departments and programs are routinely asked to use their Area Plans to collect data on student learning and support gaps with an emphasis on gaps as a result of inequities. Finally, WVC's Campus Life Department regularly hosts cultural events and programming to develop awareness and foster a sense of belonging for students, staff and the community at large.

In addition, WVC has made concerted efforts on hiring practices and established a strategic plan goal to have a faculty and staff that is reflective of our students and the community. Over the years, WVC has built a workforce that includes several bilingual/bicultural and equity-based positions, as well as many grant-funded programs and initiatives that also help to serve the goals of equity. More recently in 2021, WVC created a president's advisory council on diversity, equity and inclusion to address broad equity and inclusion issues through an equity audit, professional development focused on culturally responsive pedagogies, and review of institution data, such as diversity of faculty and staff.

WVC has gained federal recognition as a Hispanic Serving Institution (HSI) due to its high enrollment of Latinx students. WVC works hard to be student-ready and student-focused and as an HSI, WVC aims to enhance the lived experience of Latinx students and community members, produce equitable outcomes, and serve our Latinx community fully.

WVC also values strategic partnerships that enhance access and to that end, has entered into a formal agreement between WVC and CCT. The successes of this partnership have been recognized at the national (AACC) and state (SBCTC) level and have led to the following:

- The first full American Indian Indigenous Studies (AIIS) program at a community or technical college in Washington state and a full rotation of nine AIIS Courses
- Creation of a tenure-track AIIS faculty position to begin building AIIS classes and develop program Indigenous Language Courses essential to an AIIS program
- A Director of Tribal Relations and Special Initiatives position serving as a liaison with the Confederated Tribes of the Colville Reservation (CCT)
- Workforce Development Programs include Tribal Gaming Operations Supervisor Certificate 18 credits and Early Childhood Education. A third Cohort of ECE Certification for tribal head start teachers (classes taught at the tribal center) has started.
- The hiring of an instructor to teach HS+ at the tribal government center

As noted earlier, WVC has identified several pressing equity gaps in student success outcomes including completion of college-level mathematics in year one (7% gap), fall to fall retention (5% gap) and post-college transfer rate (13% gap). While WVC has a relatively

small three-year graduation rate gap for students of color relative to white students (37% and 41% respectively), the three-year graduation rate for PELL recipients is only 32%. WVC support programs (CAMP, TRIO SSS, Running Start/Dual Enrollment, and MESA) work specifically towards increasing support to students seeking a transfer degree. And while these programs advance equity, it is not at scale. To address these gaps, WVC has engaged in varied efforts such as creating a Math Center, building guided pathways degree maps and creating a new student orientation focused on building community through affinity groups. The equity gap around transfer rates suggests that students of color at WVC are choosing degree types that are more heavily focused on professional and technical programs. According to WVC credential data disaggregated by ethnicity of students earning certificates versus transfer degrees, a higher percentage of Hispanic/Latinx students (31%) are earning certificates compared to 18% of white students earning a certificate (19-20 data from SBCTC). Similarly, 66% of Hispanic/Latinx students earn their credentials with a transfer degree compared to 75% of white students.

An example of addressing equity gaps at the program level is WVC's nursing department. The BSN faculty team reviews the program outcome data on an annual schedule. The data is tracked, trended, and analyzed for program improvement. All faculty are engaged in the continuous improvement process. This process includes a review of student demographic and diversity data within the nursing department. A committee was established two years ago "Diversity and Cultural Enrichment in Nursing" to address and eliminate disparities in student enrollment in the nursing program and student outcomes within the RN to BSN program. Nursing program enrollment was not as diverse as campus-wide enrollment. Of students enrolled in the RN program, 36% were students of color, compared to over 50% of students enrolled campus-wide. Strategies to address specific concerns include admission criteria, remediation efforts, support resources and academic due dates and timelines. One intervention implemented was to change the weighting of ENGL 101 for admission to the nursing program. An analysis of this prerequisite class documented that 26% of pre-nursing students were re-taking ENGL 101 and 72% were re-taking the class because the grade is heavily weighted for entry into the nursing program. An analysis of ENGL 101 data indicated that students of color were re-taking this course at a much higher rate (62%) than white students (38%).

Next Steps

There are always next steps when seeking to continuously improve, especially as this is an imperative goal of NWCCU's Standards and WVC's commitment to meeting the educational needs of students and its district. With that being said, there are some larger areas of improvement the college seeks to move forward with.

Now that WVC has begun to be driven by data collected from Area Plans, PLO Assessment and SLO assessment, the next step is to continue to improve the quality of the data that is being collected and to refine improvements to further foster student achievement. While disaggregated data on a college-wide level has always been available through the IE department, helping faculty and staff to disaggregate data collected in past assessments will help programs and departments to address their equity gaps. This is already starting to happen in some programs and there is an amount of enthusiasm to broaden this aspect of assessment.

Full implementation of the new core theme indicators will help move the college forward in developing a better understanding of its mission and setting meaningful goals in achieving

institutional effectiveness and student achievement. Making disaggregated data more widely available should help the institution identify areas for improvement, especially for the Educational Achievement core theme indicators.

The safety of WVC campuses remains an area of concern for stakeholders, both internal and external. Ongoing incidents across the country makes clear WVC needs to take the safety of students, faculty and staff seriously. The pandemic has provided some reprieve in this area, but as students and the community begin to return to the campuses, the potential for difficulties in this area will increase.

Like most colleges and universities in the country, WVC has experienced challenges in enrollment. WVC will need to use the insights gained through better assessment and institutional effectiveness monitoring to provide strategies to gain enrollment and provide more learning opportunities to students and the college district.

Returning from two years of COVID-19 impacted learning will be a challenge. Currently, about a third of WVC's instruction happens in a face-to-face setting. Integrating the lessons learned in remote pedagogy with a return to the classroom will prove to be a challenge for both faculty, staff and students. Area Plans for the next few years will likely have to be focused to some degree on overcoming these challenges.

Similarly, the pandemic has negatively impacted the retention and completion rate of our most vulnerable students. As an HSI, WVC is committed to help bridge the educational gaps of our Latinx students. At the same time, first-generation, older, low-income students are struggling in these areas as a result of the pandemic. WVC will seek to return to relatively high levels of student success achieved for these groups prior to the pandemic.

There are many other areas the college will seek to improve. Much of the objectives of the strategic plan still need more work. Building a more transparent and fair college climate is a work in progress. Our commitment to diversity, equality and inclusion will require continued work in building a college that reflects its community and respects the needs of students, faculty, staff, and the wider district.

Conclusion

Wenatchee Valley College continues to seek to meet the educational needs of its district and students. This has led the college to seriously address the recommendations that followed the 2019 self-study, to meet the challenges of COVID-19, to provide instruction that adapts to the cultural and educational needs of students, to make its campuses a safe harbor for learning and so many other challenges the college faces. To do this, improvement can not just be a byword. It has to be a fact of the institutional life of WVC.

Being at a mid-cycle of WVC's accreditation cycle, it is hoped those who read this report and the other reports of the cycle can see the college has improved. Going forward, WVC seeks to continue to improve for the benefit of its community and to better help its students to achieve their educational goals.