Core Themes, Indicators and Measures: 2013-14 Year-End Results

Student Success Component: Educational Achievement Core Theme

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.

Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Notes
Student Progress	Retention (by type of student/intent: transfer, workforce, basic skills)	Transfer students: Fall to fall retention rate between 53% and 61% Workforce students: Fall to fall retention rate between 40% and 56% Developmental students: Fall to fall retention rate between 42% and 55% Basic skills students: Fall to spring retention rate between 19% and 28%	Fall 2012 to Fall 2013 60.4%% Fall 2012 to Fall 2013 50.4% Fall 2012 to Fall 2013 54.3% Fall 2013 to Spring 2014 26.6%	Prior year 57.7% Prior year 52.7% Prior year 50.2% Prior year 22.9%
	Skill gains	ABE and ESL students – pre/post testing with at least one instructional level gain during the academic year Percent of students improving between 43% and 47%	2013-14: 45% (390 students)	Prior year 45% (311 students). Number in cohort highest since 2008-09
	Student Achievement point: 1st 15 credits in first year (if appropriate)	Transfer students: Point earned rate between 64% and 73% Workforce students: Point earned rate between 57% and 77% Developmental students: Point earned rate between 56% and 67%	Fall 2013 entering cohort 70.3% Fall 2013 entering cohort 57.3% Fall 2013 entering cohort 57.8%	Prior year 72.8% Prior year 58.6% Prior year 62.3%
	Completion (by type of student/intent) – 150% of time	Transfer students: Completion rate between 22% and 26% Workforce students: Completion rate between 20% and 54%	Fall 2011 entering cohort 25.3% Fall 2011 entering cohort 30.4%	Prior year 23% Prior year 40.0%
Student Transition	Enrollment at 4-year institution	Transfer students: Transfer rate between 46.2% and 55.7%	In progress	
	Employment	Workforce students: employment rate between 79% and	<mark>Students last enrolled in 2012-</mark>	Prior year 83.2%

		86% for students with at least 45 credits and 2.0 GPA Perkins Placement rate: 100% of target	<mark>13: 74.6%</mark> 2012-13: 567 students placed (115% of target)	Prior year 75%
	Transition to college	Prior ABE students: enrollment rate in college courses (dev ed level or above) for students who have earned HS equivalency	2013-14: 13.4% (45 of 336 students)	New measure to parallel SBCTC WABERS performance reports
Learning Outcomes	Student Surveys	Students' self-assessment on core abilities is "Agree" or better; Average rating on Instruction items is "satisfactory" or better	Spring 2013 student survey: avg 4.42 (5 point scale) for student experience questions 2013-14 graduate surveys: avg 4.43 (5 point scale) on self-assessment of core abilities	
	External Certification	100% of programs with external exams meeting pass rate targets	Nursing – RN: 90.4% (2013) Nursing – LPN: 97.8% (2013) MLT: 94% (2014) Rad Tech: 90% (2014)	
Indicators	**Qualitative Measures**	**Discussion Framework**		
Student Learning Outcomes	Classroom/course assessment	Create Abilities assessment through student e-portfolio project and offer nationally normed examination to get at "value added" for student educational experience.		
	Program outcomes assessment	Program reports reviewed by Assessment Committee and posted; reviewed by Deans		
	Degree outcomes/Core Abilities	Analysis of course outlines to determine coverage/gaps for Core Abilities		
	Graduate/Employer Surveys (prof/tech)	Link to alumni relations efforts		

Student Success Component: Support for Learning Core Theme

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

Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Notes
Student Services Support	Relationship of student support services to student progress/learning outcomes	Currently tracking retention and completion for CAMP, Opportunity Grant, Perkins	Perkins 2012-13: 845 completers (127% of target) Opportunity Grant: 92%	CCAMPIS no longer active
	Student satisfaction with services	"Satisfactory" or better on graduation survey/CCSSE/student survey	Spring 2013 student survey: average 3.62 (5-point scale) for student support questions 2013-14 graduate survey: average 3.19 (4-point scale)	
Library Support	Support for core abilities: • locate, use and analyze information and technology resources • synthesize, evaluate and apply library information • seek, recognize and apply knowledge, information, and diverse viewpoints.	"Satisfactory" or better on graduation survey/CCSSE/student survey Library measures	Spring 2013 student survey: average 3.99 on library/website support (5 point scale) 2013-14 graduate survey: Average 3.35 satisfaction with library/online resources (4 point scale)	
Infrastructure Support	Sufficiency of facilities, technology to support student learning	Staff and student surveys – average response "satisfactory" or better	Spring 2013 student survey, 2013-14 graduate survey: average responses "satisfactory" or better	Staff survey TBD January 2015
Indicators	**Qualitative Measures**	**Discussion Framework**		
Access	Childcare and transportation services – availability and use	Westside HS partnership Link pass program – utilization data	18 of 28 families (64%) using Westside child care services in fall 2014 are WVC students	
Infrastructure Support	Activities to support environment for teaching and learning: staff development, emergency training, college	Professional Development Committee Human Resources trainings Safety Committee/Emergency procedures training Title III Activities		

Board of Trustees 1/21/15

	websites, internal communications, outcomes reporting, facilities, technology	Facilities Committee/Facilities Master Plan Academic Support Committee/Technology Plan		
Distance Learning Support	Course development/revision	Teaching/Learning Center activity (Title III) Curriculum Committee		
	Faculty support/professional development	Teaching/Learning Center activity (Title III) Professional Development Committee		
Access	Financial support: Financial aid funds/awards, tuition waivers, emergency fund, scholarships, payment plan	Research in progress to examine ways of measuring relationship between financial aid and student progress/completion		

Community Engagement Component: Responsiveness to Local Needs Core Theme

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.

Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Notes
Outreach and Enrollment	Enrollments and State FTEs	State FTE Allocation – meet or exceed	2,737 FTEs in 2012-13 = 109% of state allocation	Prior year: 2,779
		State FTEs (monitoring)	Transfer: 1,165 Workforce: 962 Developmental: 348 Basic Skills: 261	Prior year: 1,207 Prior year: 962 Prior year: 356 Prior year 254
			Running Start (HC): 544 Continuing Ed (HC): 1409	Prior year: 516 Prior year: 1381
	Local HS graduate capture (enrollment) rate	New data source	Overall enrollment rate: 26.3% Largest high schools 33-35% 50 or more grads: 19% <50 grads: 21%	
	Small HS outreach	Percentage of Running Start enrollment at Omak: between 8% and 13%	2013-14: 12%	Increased from about 9% since 2008-09
		Average number of students participating from high schools other than Wenatchee and Eastmont: between 141 and 163	2013-14: 199	Increased each year since 2010-11
Industry Relations	Contract and employer-based training	Contract training enrollments/businesses	134 individuals in seven companies enrolled	Prior year: 206/five
Economic Development	Economic impact study	Return for students, taxpayers, society WVC contribution to regional economic activity	WVC's total economic impact is $152.8 million, representing 3.5% of the regional economy	No new data
Indicators	**Qualitative Measures**	**Discussion Framework**		
Program Planning and Demand	Program development/review of offerings	VP Instruction/Deans Advisory Committees		

Industry Relations	Advisory Committees	Program Directors/Dean, Workforce		
Economic Development	WVC involvement in regional planning	NCEDD participation		
Community Involvement and Support for WVC	WVC and WVCO Foundation activities	Foundation annual plan and support for college Foundation board members		
	Use of community input to the college	President/Cabinet Trustees		
	Partnerships and outreach activities			

Community Engagement Component: Diversity and Cultural Enrichment Core Theme

  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 District 15 will have opportunities to experience diverse and multiculturally rich perspectives through curriculum, educational programs, and special events.

Indicators	Quantitative Measures	Benchmark for Expected Performance	Current Data	Notes
Inclusive Environment	Student and staff surveys	"Satisfactory" or better on items related to inclusiveness of college environment	Spring 2013 student survey and Fall 2013 staff survey: all items with better than average ratings 94% of 416 graduating students in 2013-14 would recommend WVC	Staff Survey TBD January 2015
	Student and staff demographics	Performance targets based on demographics in district population: Staff – Hispanic: 20.2% to 22.3% Staff – Native American: 3.3% to 3.5% Students – Hispanic: 20.2% to 22.3% Students – Native American 3.3% to 3.5% Perkins: Gender-based enrollment in workforce programs	Staff: 13.5% Hispanic, 2.4% Native American Wenatchee Students: 35.5% Hispanic Omak Students: 13% Native American Total Students of Color: 47.2% Total Staff of Color: 20.2% 2012-13: 24% Nontraditional	
	Success of underserved groups	Reduce achievement gaps (new data sources) SAI Fall 2010 cohorts, SBCTC: F2009 ATD cohorts, SBCTC	Transfer completion: White 31%, Native American 17%, Hispanic 26% Workforce degree/cert: White 35%, Native American 9%, Hispanic 9% Workforce short cert: White 6%, Native American 0%, Hispanic 52% Dev to College Math transition w/in 2 yrs: White 28%, Native American 9%, Hispanic 25%	

Cultural Perspectives	Events for students and the community	Athletics: 62 to 66 events/year Community Engagement: 19 to 56 events/year Cultural: 8 to 30 events/year Entertainment: 6 to 30 events/year Social: 5 to 24 events/year	2013-14: Athletics 78 Community Engagement 19 Cultural 14 Entertainment 8 Social 10	
Indicators	**Qualitative Measures**	**Discussion Framework**		
Inclusive Environment	Complaint processes (use/resolution)	Human Resources Academic Regulations Committee		
	Outreach to Underserved Groups	CAMP Multicultural Affairs Tech Prep, College in the High School		
Cultural Perspectives	Student learning outcomes assessment	Analysis of course outlines for core abilities coverage/gaps		
	Student orientation and staff professional development	Student Development: Orientation topics/workshops/speakers Human Resources: Professional development activities Campus Conversations		