



**Year One Report**

**NWCCU Revised Standards and Process**

**March 2009**

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## **Wenatchee Valley College Year One Report**

### **Introduction**

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. The counties of Chelan, Douglas, and Okanogan were designated as WVC's service district. This area covers over 10,000 square miles and currently has a population of more than 149,000. Though the area is primarily rural with widely scattered communities, the greater Wenatchee area has grown to a population of over 50,000.

WVC's main campus is on a 52-acre site in central Wenatchee. It includes 10 buildings with classrooms and offices; a library/media center with interactive television classrooms; a gymnasium; a student center with dining area and bookstore; and athletic fields for baseball, softball, and soccer. Wenatchi Hall, the first new building on the campus in nearly 20 years, was opened in August 2007. It houses student services and administrative offices; an academic testing center; classrooms and a computer lab; four science laboratories; and teaching and simulation facilities for the nursing and radiologic technology programs. A student housing facility is currently under construction.

In 1972, a satellite center was established in Omak, 100 miles to the north of Wenatchee, to better serve the residents of Okanogan County. These programs and services have grown to become WVC at Omak with a campus in the city center that includes classrooms, laboratories, offices, and a library. In 2007, the WVC at Omak Foundation assisted with the purchase of property adjacent to the college, providing additional office and meeting space in the short term and land for eventual campus expansion.

In 2007-08, WVC served more than 8,400 students. Over 7,000 individuals enrolled in credit or basic skills programs, representing 2,965 FTEs (full-time equivalent students). Nearly half of this group (48 percent) is enrolled in transfer/liberal arts and sciences, 30 percent are enrolled in professional/technical education; 13 percent is in adult basic skills, and 9 percent of enrollments are in pre-college (developmental) courses. More than 1,400 people enrolled in non-credit continuing education and training courses. About 87 percent of students are enrolled at the Wenatchee campus and 13 percent in Omak. The student population is about 33 percent Latino and 4 percent Native American. The majority of Native American students are enrolled at WVC at Omak, which is adjacent to the reservation lands of the Colville Confederated Tribes.

In this report, WVC presents its mission, institutional goals, intended outcomes and associated indicators that allow the college to determine whether it is accomplishing its purpose. The report reflects WVC's participation as a pilot college for NWCCU's revised accreditation standards and process and its efforts to demonstrate institutional quality and effectiveness under this new framework.

## **Institutional Context**

WVC operates as a publicly funded comprehensive community college. It is one of 34 institutions under the governance of the Washington State Board for Community and Technical Colleges (SBCTC). The statutory mission defined in RCW 28B.50 establishes community colleges as open-access institutions that provide workforce education, preparation for university transfer, adult basic skills and community education.

As the only higher education institution based within its three-county service district, WVC takes seriously its responsibility to provide access and education to the residents and communities of this area. The population in WVC's district has low overall levels of educational attainment; about 16 percent of residents in Douglas and Okanogan counties and 22 percent in Chelan county hold bachelor's degrees, compared to the statewide average of 28 percent. The district has significant populations of Latino and Native American residents. With a prime climate for growing tree fruit (apples, pears, and cherries), the region's economy has long been based in agriculture; nearly one-fifth of all migrant and seasonal farmworkers in Washington state are employed in WVC's district. In recent years, the diversity of the economic base has increased with the development of Wenatchee into a regional medical center, a growing recreation and tourism industry, and the implementation of infrastructure such as fiber-optic communications to support data centers and other technology-based services.

WVC currently offers over fifteen different Associate of Technical Science degree programs in fields such as allied health, accounting and business, business information and computer technology, early childhood education, automotive technology, criminal justice, environmental systems and industrial maintenance. Allied health programs have the highest enrollment, representing about 27 percent of the total; 22 percent of enrollment is in business and technology programs, and 17 percent in agriculture, trades, and industrial programs (Fall 2008). Most of these programs have one-year certificate options. The Associate of Arts and Sciences degree is recognized by the Washington Intercollege Relations Commission under the direct transfer agreement; degree recipients are granted junior standing upon acceptance at 22 public and private universities in the state. Three other transfer degrees are offered for students who are intending to major in music, business, or sciences. The Associate of General Studies degree is a general two-year degree that does not meet university requirements for transfer.

To expand access to higher education opportunities for district residents, WVC partners with Central Washington University, Washington State University, and Heritage University to offer bachelor's degree programs locally. All three institutions maintain a WVC campus presence and offer classes on-site and through distance learning.

## Chapter One – Standard One: Mission, Core Themes, Goals, and Outcomes

### Section I: Mission and Goals

#### a. 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 provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

#### b. Statement of Institutional Goals

WVC follows the Carver Model of Policy Governance. This approach was adopted by the Board of Trustees in 2001 and is used to define the role of the Trustees in college decision-making. Under this model, the Board’s role is to set policy and to delegate to the president of the college the authority to determine how those policies are carried out. The Ends Policy statements define the intended outcomes for the college and serve as institutional goals.

<p><b>I. Policy Title: Professional Technical Curricula:</b> Students who complete a WVC professional/technical degree or certificate will possess the necessary skills for successful entry into a job that relates to the field of study.</p>	<p><b>VI. Policy Title: Access to Educational Programs and Services:</b> WVC will strive to make all of its educational programs and services accessible to all residents of District 15.</p>
<p><b>II. Policy Title: Transfer Curricula:</b> Students who declare an intent to transfer are prepared to be successful at the baccalaureate level.</p>	<p><b>VII. Policy Title: Economic Vitality:</b> WVC will be an active partner in expanding employment opportunities for our constituents.</p>
<p><b>III. Policy Title: Focused Learning Opportunities for Adults:</b> WVC will respond to the needs and interests of adult, non-degree seeking constituents who desire intellectual stimulation and skill development.</p>	<p><b>VIII. Policy Title: Physical Facilities and Plant Management:</b> WVC will provide well-maintained, technologically capable and safe physical facilities that contribute to an educational atmosphere that is conducive to learning.</p>
<p><b>IV. Policy Title: Cultural Enrichment and Personal Development:</b> WVC will provide the college and the community with diverse and multiculturally rich programs designed to improve one’s quality of life, offer life-long learning opportunities, and enhance educational programs.</p>	<p><b>IX. Policy Title: College Environment:</b> WVC will support an inclusive environment that values and encourages diversity, initiative, teamwork, creativity and practices that treat all individuals with dignity and respect.</p>
<p><b>V. Policy Title: Student Development and Support Services:</b> WVC will provide a critical core of student-centered services, programs, and systems designed to increase access, improve retention, enhance success, and facilitate student learning and development</p>	<p><b>X. Policy Title: Technology:</b> WVC will utilize current technology to enhance its relationships with students, staff and communities.</p>

c. Dates and Methods of Most Recent Reviews of Mission and Goals

The most recent review and revision of the mission statement occurred during the second half of 2007. The process began during the Board of Trustees annual July retreat; administrators prepared a set of questions to guide mission review and gathered current and past WVC mission statements as well as examples from other community colleges. These discussions led to a proposal from the Board of Trustees that circulated throughout the college community for review and comment during fall quarter 2007. The Trustees reviewed feedback and presented a final version which was formally adopted in February 2008.

The most recent Ends Policy review also occurred in fall of 2007. This review resulted in some minor wording changes to the policy statements and revisions to indicators. The current version was adopted in January 2008. A reporting calendar defines an annual cycle of Ends Policy reports to the Board.

d. Indicators of Mission Fulfillment

WVC demonstrates fulfillment of its mission by substantially meeting the intended outcomes for its Ends Policies and mission themes. All of these components are integral to WVC’s identity and success as a comprehensive community college. The development of our response to the new accreditation model has prompted us to examine more carefully how achievements in individual goal and theme areas can be synthesized into an integrated assessment of mission fulfillment. This direction parallels and reinforces the steps we have taken to move beyond reporting activity related to institutional goals toward evidence-based analysis of outcomes that provides a framework to support judgments of success. WVC is also accountable to meet its statutory responsibilities as a public institution and agency of state government; thus, expectations of the SBCTC and the state legislature define additional benchmarks for mission attainment.

e. Indicators of Achievement of Institutional Goals

<b>I. Professional Technical Curricula</b>	<ul style="list-style-type: none"><li>• The rates at which students are retained in and complete degree and certificate programs preparing them for the workforce</li><li>• The rates at which students obtain employment in their field of training, and their pre- and post-training wages</li><li>• Pass rates for program graduates on licensure/professional examinations</li></ul>
<b>II. Transfer Curricula</b>	<ul style="list-style-type: none"><li>• The rates at which students are retained in and complete transfer preparation programs and/or courses</li><li>• A well-defined core curriculum articulated with university requirements</li><li>• The success of WVC transfer students at receiving universities</li></ul>
<b>III. Focused Learning Opportunities for Adults</b>	<ul style="list-style-type: none"><li>• Enrollment in and completion of short-term workforce training</li><li>• The rates at which students enroll and gain skills in courses in basic reading, writing, math, computers, ESL, and citizenship</li></ul>
<b>IV. Cultural Enrichment and Personal</b>	<ul style="list-style-type: none"><li>• Course offerings, enrollment and completion rates in the fine and performing arts and the study of diverse cultures</li><li>• College sponsorship of special events for students and the community</li></ul>

<b>Development</b>	<ul style="list-style-type: none"> <li>• Continuing education/arts &amp; leisure courses and senior classes</li> <li>• Partnerships that promote arts and culture and encourage community involvement in campus events and activities</li> </ul>
<b>V. Student Development and Support Services</b>	<ul style="list-style-type: none"> <li>• Participation in student organizations, athletics, and other leadership programs</li> <li>• Outreach and recruiting activities connecting WVC to district high schools</li> <li>• Support of student learning through student support services</li> </ul>
<b>VI. Access to Educational Programs and Services</b>	<ul style="list-style-type: none"> <li>• Student demographics compared to district demographics for age, ethnicity, gender, and geographic location</li> <li>• Participation in opportunities for distance learning</li> <li>• Partnerships with community-based organizations to offer classes throughout the district</li> <li>• Foundation activities, auxiliary services and other scholarships</li> </ul>
<b>VII. Economic Vitality</b>	<ul style="list-style-type: none"> <li>• Employer/industry partnerships that support existing and developing businesses in the district</li> <li>• Collaboration with regional economic development planning efforts</li> <li>• Design and delivery of customized training for workers and their employers</li> </ul>
<b>VIII. Physical Facilities and Plant Management</b>	<ul style="list-style-type: none"> <li>• Progress toward accomplishing the district's facilities master plan</li> <li>• Availability of appropriate classroom facilities and up-to-date instructional equipment to meet enrollment needs</li> <li>• Safety and incident management plans</li> </ul>
<b>IX. College Environment</b>	<ul style="list-style-type: none"> <li>• Staff and student initiatives that promote initiative, teamwork, and creativity and assess our understanding of diversity</li> <li>• Regular, comprehensive and up-to-date employee evaluations</li> <li>• Recruiting and screening processes that result in candidate pools and a faculty and staff reflecting the diversity of the service district</li> <li>• Employee and student satisfaction</li> </ul>
<b>X. Technology</b>	<ul style="list-style-type: none"> <li>• Availability and utilization of computers in offices, labs, and classrooms</li> <li>• Progress toward accomplishing the district's three-year instructional technology plan</li> <li>• Student satisfaction with technology resources in campus classrooms and labs</li> <li>• Technology reliability will meet or exceed industry standards</li> </ul>

f. Rationale as to why the Indicators are Assessable and Meaningful Measures of Mission Fulfillment and Goal Achievement

Indicators are *assessable* because each has associated measures and data sources. These include surveys, transcripts, institutional plans and outcomes, retention studies, employment databases and many more. Where possible, multiple measures are used to provide a more complete picture of effectiveness, and descriptive or qualitative data are combined with quantitative analyses and direct evidence that allow WVC to make informed judgments about mission and goal attainment. Indicators are *meaningful* as a result of the collaborative process by which they have been developed and updated by the Trustees and administrative team. This has resulted in the ongoing use of these results in planning and decision-making; the process does not stand apart but is an integral feature of college planning and operations.

## Section II: Core Themes

Wenatchee Valley College has identified seven core themes as key aspects of institutional mission:

- Transfer/Liberal Arts
- Workforce Education
- Basic Skills
- Continuing Education
- Student Access/Diversity
- Responsiveness to Local Needs
- Cultural Education and Enrichment

These themes have their roots in WVC's statutory mission as a public community college and also represent the college's commitment to serving the needs of its rural district. Though the themes are inherent in WVC's mission, they were not identified as such prior to the college's involvement with the pilot process for the new NWCCU accreditation model and standards. The language for the themes is drawn directly from WVC's mission statement. The goals and indicators were determined by mapping WVC's existing Ends Policies and associated indicators onto the newly identified themes. In some cases, existing goals as expressed in Ends Policy statements were an excellent fit with core themes. In other instances some adjustment was necessary, and some gaps were identified and filled. In addition, some Ends Policy statements were judged to address areas that more closely align with major institutional systems and functions (e.g., technology, facilities, student services) and will be addressed in more detail in the Year Three report.

### **1a. TRANSFER/LIBERAL ARTS**

One of the four instructional components of WVC's mission is preparing students who intend to continue their education by transferring to a baccalaureate institution. Nearly half of the students who attend WVC come with this intent.

The Associate of Arts and Sciences (AAS) is the primary transfer degree offered at WVC. This degree is designed to meet the requirements set under the Direct Transfer Agreement (DTA) by the Washington Intercollege Relations Commission (ICRC). The AAS degree at WVC is comprised of three major degree requirements:

- General education (18 credits): Includes writing skills (10 credits), quantitative skills (5 credits) and life skills (3 credits)
- Distribution requirements (45 credits): 15 credits in the humanities from three different subject areas; 15 credits in natural sciences from three different subject areas, including at least five credits in a laboratory course; and 15 credits in social sciences from three different subject areas
- Additional electives (27 credits minimum): Students may choose from all courses listed under general education, humanities, natural science and social science, though they may not use the same course to satisfy both a distribution and elective requirement.

Additional courses not part of the distribution requirements are also approved as electives.

Degree requirements are published in the college catalog and on the Web site. Additional transfer degree options are available for students intending to pursue majors in business (Associate in Business – DTA) and sciences, math, computer science or engineering (Associate of Science-Transfer). A new Associate of Fine Arts: Music degree is not covered by the DTA but is oriented toward preparing students for performance-based music programs.

Student learning outcomes are defined at the degree level by the college's six core abilities:

Through the course of pursuing degrees and certificates from WVC, successful students will be able to:

- Think critically (analyze, synthesize, evaluate and apply, problem solve, reason qualitatively and quantitatively)
- Seek knowledge, information and diverse viewpoints
- Locate, use and analyze information and technology resources
- Communicate skillfully in diverse ways and in diverse situations
- Clarify and apply a personal set of values/ethics
- Act responsibly as individuals and as a member of a team or group

#### b. Goals and Intended Outcomes

The Transfer theme has one goal statement:

Students who declare an intent to transfer are prepared to be successful at the baccalaureate level.

#### c. Indicators of Achievement of Goals and Intended Outcomes

Four indicators assess attainment of this mission component:

- The rates at which students are retained in and complete transfer preparation programs
- A well-defined core curriculum articulated with university requirements
- The success of WVC transfer students at receiving universities
- Attainment of student learning outcomes for transfer/liberal arts programs

#### d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes

*Retention and completion rates* measure student persistence and success. Specific measures include course completion for degree requirements (in most cases, a “C” or better is required to move to the next course in a sequence); retention through consecutive quarters of enrollment; degree completion within three years using the metric established by IPEDS; and degrees awarded. In some cases, SBCTC and IPEDS reports allow WVC to benchmark its performance against other similar colleges. Degree completion and milestones at significant points (15

credits, 30 credits, completion of a quantitative course) are also assessed through the Student Achievement Initiative of SBCTC.

*University articulation* is critical if students' courses at WVC are to be accepted by receiving institutions. WVC assesses its attainment of this indicator through participation as a member of ICRC, regular review of degree requirements by the WVC Curriculum committee, and monitoring rates of transfer to receiving institutions in Washington state.

Measures of *student success after transfer* answer questions about how well WVC prepares transfer-intent students for the next step on the path toward their educational goals. Receiving institutions share reports with WVC that provide summary data; Central Washington University, which receives the majority of WVC's transfers, reports on measures such as credits earned, GPA, and degrees awarded. Tracking reports from SBCTC and the National Student Clearinghouse are additional data sources.

*Attainment of student learning outcomes* demonstrates what students know and are able to do as a result of their education at WVC. All transfer courses specify in course outlines the core abilities that are addressed; additional student learning outcomes are associated with the distribution areas that comprise the major components of the degree. Students also self-assess their learning of the core abilities at the time of graduation.

## **2a. WORKFORCE EDUCATION**

A second component of WVC's statutory mission is to provide programs that prepare students for employment. Professional and technical workforce programs account for about 30 percent of WVC's total enrollment. WVC offers Associate of Technical Science (ATS) degrees in the following fields:

- Accounting
- Agriculture
- Automotive Technology
- Business, General
- Business Information Technology
- Chemical Dependency Studies
- Computer Technology – Network Administration
- Criminal Justice
- Early Childhood Education
- Environmental Systems and Refrigeration Technology
- Industrial Electronics
- Medical Laboratory Technology
- Radiologic Technology
- Registered Nursing

Certificates of completion for programs of one year (45 credits) or less are offered in most of these fields; in addition, WVC has one-year certificate programs for Medical Assistant and Tribal Gaming Management.

Degree and certificate requirements are published in the college catalog and on the Web site. All degree programs and certificates of one year or more include related instruction in communication, computation, and human relations. In addition to addressing the Core Abilities, programs have defined student learning outcomes specific to the skills and knowledge developed to meet requirements and expectations for professional practice in the field.

#### b. Goals and Intended Outcomes

The Workforce Education theme has one goal statement:

Students who complete a WVC professional/technical degree or certificate will possess the necessary skills for successful entry into a job that relates to the field of study

#### c. Indicators of Achievement of Goals and Intended Outcomes

Four indicators assess attainment of this mission component:

- The rates at which students are retained in and complete degree and certificate programs and short-term training preparing them for the workforce
- The rates at which students obtain employment in their field of training, and their pre- and post-training wages
- Pass rates for program graduates on licensure/professional examinations
- Attainment of student learning outcomes for workforce/professional-technical programs

#### d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes

*Retention and completion rates* measure student persistence and success. Most professional/technical programs have defined course sequences that lead to completion; if a student fails to successfully complete a course, the sequence is disrupted and repeating the course may cause a significant delay. This is particularly true in allied health programs; program faculty have invested significant effort in establishing program entry criteria and other assessments that provide evidence for students' readiness to be successful in the program. Completion rates also assess how well degrees, certificates, and short-term training meet student and employer needs. In some cases, WVC has restructured programs when these data have demonstrated that students are finding successful employment prior to completing degree or certificate requirements. Retention and completion are also assessed through attainment of momentum points in the SBCTC Student Achievement Initiative.

*Employment and wages* are meaningful assessments of how well WVC programs prepare students to be successful in the workplace. SBCTC conducts a data-matching process with unemployment insurance records and reports this information to WVC. Graduate and employer surveys and program advisory committees also provide these data.

*Licensure examination results* are critical indicators of success for specific programs in fields that require certification for employment and practice. All of WVC's allied health programs

monitor examination results closely and regularly review the relationship between licensing requirements and program curricula.

*Attainment of student learning outcomes* demonstrates what students know and are able to do as a result of their education at WVC. Professional/technical courses offered for credit identify in course outlines the Core Abilities that are addressed. Students also self-assess their learning of the Core Abilities at the time of graduation. Each program has defined specific student learning outcomes for the skills and knowledge attained through earning a degree or certificate; these are assessed through classroom assessments, professional examinations and surveys of employers and graduates.

### **3a. BASIC SKILLS**

A third mission theme that is derived from WVC's statutory mission is providing adult basic skills (ABS) education. For WVC, this is manifested in English as a second language (ESL), reading, writing, and mathematics courses for adult students who have not completed a high school diploma.

The need for ABS instruction is high across WVC's service district. Low levels of educational attainment, high numbers of migrant and seasonal agricultural workers, and poverty levels above the state average are factors. In 2007-08, 1,700 individuals were served by ABS courses. Approximately 70 percent of those students were taking ESL courses. Overall, ABS enrollment is 80 percent minority, with persons of Hispanic as origin the predominant group. Classes are offered in a wide range of locations across the district, including K-12 schools, churches and community centers as well as on both WVC campuses.

#### **b. Goals and Intended Outcomes**

The Basic Skills theme has one goal statement:

WVC will provide adults the opportunity to obtain the necessary skills in reading, writing, mathematics, and the English language to pursue and achieve their goals.

#### **c. Indicators of Achievement of Goals and Intended Outcomes**

Two indicators assess attainment of this mission component:

- The rates at which students enroll and gain skills in courses in basic reading, writing, math, computers, ESL, and citizenship
- Attainment of student learning outcomes for basic skills programs

#### **d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

*Enrollment and skill gain rates* help WVC determine how much of the need for ABS instruction is being met and the extent to which students benefit from that instruction. All ABS students complete pre- and post-instruction assessments each quarter using the Comprehensive Adult

Student Assessment Systems (CASAS). CASAS is used statewide as the assessment tool for all ABS instruction in reading, writing, math, and ESL. Students' skill gains are demonstrated by the attainment of specific competencies as they progress through the levels of basic skills and ESL instruction. Results are used for student course placement and progression as an effectiveness measure for ABS instruction. Skill gains are also counted as momentum points in the SBCTC Student Achievement Initiative. Computer-based courses are available on the Wenatchee campus and English language civics instruction is integrated with ESL courses.

*Student learning outcomes* go beyond individual skill gain to assess completion of course sequences in basic skills and ESL, attainment of a GED, and enrollment in further higher education at the college level. WVC is currently examining the impact of adding direct instruction in college success skills in the final level of the basic skills sequence on students' successful transition to college courses.

#### **4a. CONTINUING EDUCATION**

Continuing education, the fourth instructional component of WVC's statutory mission, provides noncredit opportunities for skill development and lifelong learning. As a comprehensive community college, WVC offers adult learners in its service district the opportunity to pursue interests and learn skills for business or employment outside the traditional structure of college credit programs. Classes may be short and intensive or meet for an extended period, may be offered evenings and weekends or online, and may be held at a college facility, workplace, or other site in the community; all offer a focused learning experience designed around specific knowledge or skills.

##### **b. Goals and Intended Outcomes**

The Continuing Education theme has two goal statements:

WVC will provide diverse lifelong learning opportunities.

WVC will support district economic development by providing open enrollment and customized professional development training.

##### **c. Indicators of Achievement of Goals and Intended Outcomes**

Three indicators assess attainment of this mission component:

- Sustainable enrollment in classes offered for personal enrichment, business, and professional development
- Design and delivery of customized training for workers and their employers
- Student and employer satisfaction with classes/trainings

##### **d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

*Sustainable enrollment* reflects the community-oriented nature of continuing education as well as its business model. The continuing education program at WVC operates on a self-support basis;

course tuition and fees are expected to generate revenue sufficient to sustain the cost of operations. Class and program development are aligned with community interests and needs if course offerings generate sufficient levels of enrollment. These measures are used in ongoing planning and scheduling processes and as assessments of program effectiveness.

*Customized training* is an important resource for businesses and employers across the region. Access to training opportunities can be limited by distance, time, and expense, particularly in rural communities. By arranging and delivering customized training locally, WVC can help employers develop new skills and capacities within their existing workforce.

*Student and employer satisfaction* with continuing education courses is assessed through a consistent course evaluation process. Participant feedback is collected at the end of each continuing education course and is used in decisions related to curriculum design, instructor selection and retention, scheduling, and marketing.

## **5a. STUDENT DIVERSITY/ACCESS**

As a public community college, providing access to higher education is inherent in WVC's mission. WVC has an open, rather than selective, admissions process. For many district residents who have no prior experience with higher education, WVC is their first point of contact with a college. Changes in demographic characteristics and economic conditions create corresponding changes in WVC's student population. Residents in rural communities face additional costs and challenges in pursuing higher education. These factors underscore WVC's commitment to student diversity and access.

### **b. Goals and Intended Outcomes**

The Student Diversity/Access theme has two goal statements:

WVC will strive to make all of its educational programs and services accessible to all residents of District 15.

WVC will support an inclusive environment that values and encourages diversity, initiative, teamwork, creativity and practices that treat all individuals with dignity and respect.

### **c. Indicators of Achievement of Goals and Intended Outcomes**

Four indicators assess attainment of this mission component:

- Student and faculty/staff demographics that reflect the ethnic diversity of the service district
- Participation in opportunities for instruction through alternative delivery methods and locations
- Support services that meet students' financial and access needs
- Staff and student initiatives that promote initiative, teamwork, and creativity and assess our understanding of diversity

d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes

*Student and faculty/staff demographics* are regularly evaluated to determine whether WVC is providing sufficient levels of access, particularly to segments of the population that have historically been underserved by higher education. WVC strives to reflect the ethnic diversity of the service district in order to create a welcoming environment where all students can see the college as a place where they belong.

*Alternative delivery methods and locations* are important avenues of access for residents scattered across a 10,000 square mile service area. By providing instruction online, via videotaped telecourses, using live interactive video, and at remote sites, WVC increases opportunities for individuals to access higher education.

*Support services* are critical to a student population that is often challenged by multiple demands on time, funds, and energy. WVC has developed targeted scholarships, emergency funding options, scheduling alternatives and other innovative support mechanisms to enhance access and complement the full range of student development services available to students.

*Staff and student initiatives* that address issues of access and diversity are important avenues for developing and changing institutional culture and climate. The availability and impact of formal training efforts, student organizations and activities, and programs that provide outreach or services to targeted groups are all methods that WVC has employed toward this goal.

**6a. RESPONSIVENESS TO LOCAL NEEDS**

The language of WVC's mission statement directly acknowledges the college's responsibility to respond to the needs evidenced by the residents and communities of the service district. These needs can take a wide range of forms, but the underlying principle is consistent in directing the college to actively seek out this information and develop programs and services in response.

b. Goals and Intended Outcomes

The Responsiveness to Local Needs theme has two goal statements:

WVC will be an active partner in expanding employment opportunities for our constituents.

WVC will offer programs and courses that meet the educational needs of our constituents

c. Indicators of Achievement of Goals and Intended Outcomes

Six indicators assess attainment of this mission component:

- Employer/industry partnerships that support existing and developing businesses in the district
- Collaboration with regional economic development planning efforts
- Active advisory committees for workforce programs

- Development of programs, services and training in response to North Central Washington labor market conditions
- Enrollment and course completion in pre-college/developmental instruction
- Achievement of student learning outcomes for pre-college/developmental education

d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes

*Employer/industry partnerships* are a key indicator of WVC's responsiveness to local needs. Locally available resources for education, training and business development are important factors in business success and sustainability, particularly given the high proportion of small businesses in the region. Partnerships develop solutions to local problems and bring together resources to accomplish goals that could not be reached independently.

WVC is active in *regional economic development planning efforts* in order to stay informed of local trends and be aware of opportunities to contribute. For a region as large and varied as north central Washington, collaborative planning is critical to advancing initiatives and making an impact. Results may be evidenced in a short-term training developed for a specific business or curricular development that supports a long-term strategy by providing highly skilled workers.

*Advisory committees* are required under SBCTC regulations for each of WVC's professional/technical programs that offer degrees or one-year certificates. These committees provide vital interaction with employers and workers who have up-to-date experience in the field. Active, engaged advisory committees result in improvements to program curriculum, internship and job opportunities for students, and access to skilled workers for employers.

WVC actively develops *programs, services and training in response to North Central Washington labor market conditions*. This indicator reflects WVC's responsiveness to a variety of situations that the college is equipped to assist with, ranging from layoffs and business closures to the initiation of a new degree programs in specific fields to meet local demand.

The indicators for *pre-college/developmental instruction* reflect the needs of a population that requires higher education options but is often not academically prepared. About half of students who enter WVC after completing high school do not demonstrate readiness for college-level English or math courses in their performance on placement assessments. Pre-college courses, also known as developmental instruction, fill this gap for students who hold a diploma or GED but are not prepared to be successful in their first college courses. *Enrollment and course completion* indicators help WVC keep these students on the path leading to college readiness by monitoring movement through course sequences. *Student learning outcomes* assess the acquisition of specific skills and knowledge and the impact of these courses on students' performance in subsequent courses.

## **7a. CULTURAL EDUCATION AND ENRICHMENT**

As the only institution of higher education based in the three-county service area, WVC's mission includes providing opportunities for cultural education and enrichment, not only to students, but also to the broader community. These learning experiences take a variety of forms and serve to broaden horizons for residents of a geographically isolated area. For students, particularly those with transfer intent, opportunities to develop knowledge and understanding of arts and culture are important aspects of the general education and liberal arts curriculum. In addition, enhanced cultural awareness provides a broader foundation for tolerance and appreciation as North Central Washington becomes increasingly diverse in ethnicity, language, and culture.

### **b. Goals and Intended Outcomes**

The Cultural Education and Enrichment theme has one goal statement:

WVC will provide the college and the community with diverse and multiculturally rich programs designed to improve one's quality of life, offer lifelong learning opportunities, and enhance educational programs.

### **c. Indicators of Achievement of Goals and Intended Outcomes**

Four indicators assess attainment of this mission component:

- Course offerings, enrollment and completion rates in the fine and performing arts and the study of diverse cultures
- College sponsorship of special events for students and the community
- Partnerships that promote arts and culture and encourage community involvement in campus events and activities
- Lifelong learning opportunities through continuing education arts and leisure classes and senior classes

### **d. Rationale as to why the Indicators are Assessable and Meaningful Measures of Achievement of Goals and Intended Outcomes**

*The fine and performing arts and the study of diverse cultures* are essential elements of a postsecondary liberal arts curriculum. Enrollment and completion rates are used to monitor participation by students seeking to meet distribution requirements for the AAS degree as well as progress through sequences intended for pre-major students.

*Special events* encourage community involvement in multiple ways. Performances and lectures offer opportunities for community members to come onto WVC's campuses and benefit from the expertise of college faculty, visiting artists and other professionals. Other events such as cultural celebrations recognize and share traditions and reach out to people who might not otherwise have contact with the college.

*Partnerships* are important to the vitality of the arts in small communities. Shared facilities, resources, and expertise help to sustain WVC's programs as well as those offered by community organizations, resulting in expanded opportunities that might not otherwise be afforded.

*Lifelong learning opportunities* are important avenues for cultural education and enrichment. WVC recognizes the need for continued development and engagement in culture and the arts by providing noncredit continuing education opportunities in a variety of topics and by designing and offering courses specifically for senior citizens that are available at reduced cost.

### **Section III: Chapter Summary**

WVC's Year One Report has described the college's institutional purpose, intended outcomes and associated indicators. Together, these are the framework for WVC's system of institutional effectiveness which articulates the college mission and defines the ways in which mission fulfillment is assessed. This system has been in place for nearly a decade and has undergone several cycles of review and adjustment. Not included here are all of the measures and data sources used to provide the information for making judgments about where WVC needs to improve and where there is evidence of satisfactory performance.

To address the required elements of this report and the new structure of the NWCCU accreditation model, WVC applied its existing institutional goals as stated by the 10 Ends Policies to a set of seven newly identified mission themes: transfer/liberal arts, workforce education, basic skills, continuing education, student diversity/access, responsiveness to local needs, and cultural education and enrichment. These themes provide structure for the remaining phases of the accreditation process as well as WVC's ongoing planning and assessment of effectiveness. As WVC moves forward within this framework through regular cycles of planning, action and assessment, the college will be able to further clarify indicators and criteria for achievement of goals.

The process of preparing this Year One Report has helped WVC to articulate more clearly the relationships between its institutional goals/Ends Policies and mission themes. It has also pressed the college to think more carefully about how information about the achievement of themes and goals can be synthesized to provide an overall assessment of mission fulfillment. With a statutory mission that contains multiple components, WVC has historically been oriented toward addressing those components somewhat independently. While each area has participated in institutional planning and effectiveness processes, the college recognizes that it needs to delineate how they come together to define a whole that synthesizes these components. The new accreditation model and pilot process have reinforced and strengthened WVC's efforts to define and measure intended outcomes in ways that represent the impact of activities more so than how the activities are carried out. This effort is another step forward in the process of continuous improvement that leads to ongoing demonstration of WVC's success and viability.