Table of Contents

Institutional Overview ........................................................................................................... i
Preface ................................................................................................................................... iii

Chapter One: Mission, Core Themes, and Expectations .................................................... 1
   Executive Summary of Eligibility Requirements 2 and 3 ................................................. 1
   Standard 1.A: Mission ........................................................................................................ 3
   Standard 1.B: Core Themes ............................................................................................... 5
      Educational Achievement ............................................................................................... 5
         Description .................................................................................................................... 5
         Objectives .................................................................................................................... 5
         Indicators ....................................................................................................................... 5
         Rationale ....................................................................................................................... 6
      Support for Learning ........................................................................................................ 6
         Description .................................................................................................................... 6
         Objectives .................................................................................................................... 6
         Indicators ....................................................................................................................... 6
         Rationale ....................................................................................................................... 7
      Responsiveness to Local Needs ..................................................................................... 7
         Description .................................................................................................................... 7
         Objectives .................................................................................................................... 7
         Indicators ....................................................................................................................... 7
         Rationale ....................................................................................................................... 7
      Diversity and Cultural Enrichment ................................................................................. 8
         Description .................................................................................................................... 8
         Objectives .................................................................................................................... 8
         Indicators ....................................................................................................................... 8
         Rationale ....................................................................................................................... 8
   Conclusion ........................................................................................................................ 10
   Appendix .......................................................................................................................... 11
Institutional Overview

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, 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 153,000. 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 nine buildings with classrooms, teaching labs, and offices; a library/media center with interactive television classrooms; a gymnasium; a student center with dining area and bookstore; a facilities and operations center; and athletic fields for baseball, softball, and soccer. The historic Wells House, named after the family that donated property for the college campus, stands at the northeast corner of the campus. 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 new residence hall was completed in summer 2009 and provides on-campus housing space for 75 students. Construction of a new Center for Music and Art facility began in summer 2011 and is expected to finish by fall 2012. This project was accomplished through a capital campaign conducted by the WVC Foundation that raised over $4 million private dollars to match a $2.6 million allocation from the state legislature.

In 1972, a satellite center was established in Omak, 100 miles north of Wenatchee, to better serve the residents of Okanogan County. Over time, 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 2007-08, 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 2010-11, WVC served nearly 8,000 students. Over 6,900 individuals enrolled in credit or basic skills programs, representing 3,257 FTEs (full-time equivalent students). Nearly half of this group (47 percent) is enrolled in transfer/liberal arts and sciences courses; 44 percent are enrolled in professional/technical education; and nine percent are in adult basic skills. Of all students, 27 percent are enrolled in pre-college (developmental) courses, either exclusively or in combination with other coursework. More than 1,000 people enrolled in non-credit continuing education and training courses. About 88 percent of enrollment is at the Wenatchee campus and 12 percent is at Omak. The student population is about 30 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.

As a state-supported community college, one of 34 in the Washington state community and technical college system, WVC’s mission is grounded in state statute (RCW 28.B 50). This legislation establishes community colleges as open-access institutions with a purpose of providing pre-transfer preparation, workforce education, basic skills instruction, and lifelong
learning opportunities. WVC’s mission echoes this purpose, with a focus on serving the residents of its service district as the only institution of higher education with a full-time presence in this vast area. The college’s mission statement was most recently revised during the 2007-08 academic year and formally adopted by the Board of Trustees in February 2008:

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.

To accomplish this mission, WVC collaborates with a number of community-based and educational entities. These partnerships help leverage resources to expand access to higher education for district residents and promote economic development in the region. Key partnerships include:

- Central Washington University: CWU maintains a university center on the WVC Wenatchee campus offering three bachelor’s and one master’s degree program in addition to upper-division coursework. CWU is the primary receiving institution for WVC transfer students.
- High school outreach: WVC currently has over 400 students each year participate in Running Start, the Washington state dual enrollment program for high school students. WVC also offers College in the High School (CHS) courses at multiple high school campuses. The CHS partnership with Bridgeport High School, a rural district in a high-poverty area, was a key factor in the school’s selection as a finalist in President Obama’s Race to the Top High School Commencement Challenge in 2011.
- Workforce and economic development: WVC maintains active advisory committees comprised of business, industry, and partner representatives for each of its professional/technical program areas. College representatives also participate in local and regional economic planning efforts. One such venture is the Plug-in Hybrid Electric Vehicle (PHEV) initiative promoted by the Chelan County Port District (www.plugincenter.net). WVC’s automotive technician program performed the conversions to allow hybrid vehicles to recharge by plugging into a standard electrical outlet and provided training to the fleet maintenance representatives of the agencies participating in the project.

As a pilot college for the revised NWCCU accreditation standards and process, WVC is now entering its second cycle of the new seven-year comprehensive evaluation model. In this report, WVC addresses Standard One and highlights changes that were made to the college’s core themes and approach to mission fulfillment as a result of feedback from the pilot process. This self-evaluation report is presented in the spirit of continuous improvement as WVC strives to achieve its core themes and accomplish its mission as a comprehensive community college.
Preface

a) Brief update on institutional changes since the institution’s last report

The most significant changes at WVC continue to be ongoing reductions in state funding support. WVC and the other Washington community and technical colleges have experienced reductions both at the time of budget planning and at mid-year since 2009. That year, WVC saw an eight percent reduction in state support; in 2010-11, funding was down another 11 percent, and the initial 2011-12 budget is 11 percent less than last year’s ending allocation for a total reduction of over $3.5 million. WVC has responded to these cutbacks with spending reductions, careful enrollment planning, and creating additional sources of revenue where possible. An initial round of staff layoffs took place in 2009, along with retirement incentives for those eligible. Incentives were again offered in 2010; a state hiring freeze was implemented for a time, and since it was lifted, the college has been very selective in filling vacancies. These changes have allowed WVC to continue serving ever-increasing student enrollment, and to hire several full-time faculty positions in 2010 and 2011. The state partially offset the funding reductions with increases in student tuition, which is set at the system level. While this brings back some revenue to the college, it does so in a manner that creates increasing hardship for students. WVC has seen continual increases in demand for financial aid.

WVC has also seen several changes in leadership personnel over the past year. Following the completion of two five-year terms, Kris Pomainek left the Board of Trustees and was replaced by Dr. June Darling of Cashmere. Dr. Walter Tribley, who was named interim Vice President of Instruction in 2010 following the retirement of Dr. Terry Peek, now holds a permanent appointment to that position. In July 2011, Stacey Lockhart was selected as the Executive Director of the WVC Foundation, and is now part of the President’s Cabinet. The Foundation Executive Director position had been vacant since 2009; during that time, Foundation activities were focused on the fundraising campaign for the Center for Music and Art, led by a campaign director, while the President worked directly with the Foundation board. In August of this year, the Executive Director of Community Relations elected to retire from her position, and the Vice President for Student Development became the President of the Northwest Athletic Association of Community Colleges (NWAACC). Recruiting is underway for these and other vacant positions, though the college is also examining alternate staffing options in anticipation of another mid-year budget reduction following the fall revenue forecast for the state.

Despite the poor economy, WVC was gratified to receive sufficient community support to go ahead with the new Center for Music and Art facility that broke ground in July 2011. On the Omak campus, several remodeling projects have created spaces better suited to teaching and support services, and a WriteLab for computer-based tutoring in writing is being implemented this fall. In 2011-12, WVC will also begin updating its facilities master plan, and initiate a new cycle of strategic planning.

b) Response to topics previously requested by the Commission

Recommendation from October 2009 Year Three Evaluation
Following the Year Three report and visit in fall 2009, WVC received one recommendation:
1. Given the role of distance education in achieving its Core Theme objectives, the Evaluation Committee recommends that the College carefully consider the population of students it intends to serve and the requisite study skills and technological proficiency for students to be successful when the College selects the delivery methods of instruction. In addition, the Evaluation Committee recommends the College ensure the adequacy of the technology infrastructure to support instruction delivered by distance education methods. Finally, the Evaluation Committee recommends the College ensure that faculty and staff have the technological and pedagogical knowledge to create an effective learning environment for distance education. (2.D.1)

Beginning in October 2009, the college conducted a thorough review of efforts underway or in the planning stages. This was organized around the three major elements of the recommendation: student readiness, technology infrastructure, and faculty preparation for distance education.

Element 1: Student readiness and success
Initial efforts included:
- Meetings with local K-12 officials regarding WVC’s distance learning programs (complete)
- Upgrades to the WVC Distance Learning (DL) website (complete; maintained)
- Development of a web-based course evaluation system (implementation ongoing)
- Development of a web-based Academic Early Warning system (implemented)
- Implementation of a 24/7 online tutoring services through a partnership with eTutoring.org (ongoing)
- Face-to-face workshops to prepare students for online learning (to be included in student orientation beginning fall 2011)
- Self-paced online orientation courses customized for potential WVC online students (to be piloted in fall 2011)

Element 2: Technology infrastructure
- Upgrades to Omak ITV facilities (complete)
- Implementation of Tegrity lecture capture software (complete)
- ITV Coordinator position part of distance learning and technology teams (complete)
- Distance Learning Coordinator has become local ANGEL administrator (complete)

Element 3: “Ensure that faculty and staff have the technological and pedagogical knowledge to create an effective learning environment for distance education.”
- Quality Matters program (piloted 2010-11)
- Sloan-C workshops for faculty (opportunities continue)
- Faculty learning communities (support continues)
- Individual assistance to faculty regarding course websites, ANGEL, Elluminate, and Turnitin.com (support continues)

At the direction of the President’s Cabinet, a team of WVC faculty and staff, led by the Library Director, met for several months beginning in March 2010 to develop a Title III Strengthening Institutions application to address these needs. While the grant was not funded, the outcome of this effort included extensive planning focused on this recommendation and possible solutions.
for student preparedness, faculty development, and infrastructure improvement. Broad representation on the planning group and regular communication with Instruction Council and college departments has laid the foundation to move these efforts forward using other funding sources.

In addition to the efforts summarized above, WVC continues its efforts to address the recommendation.

- Reorganization (addresses entire recommendation): In July 2011 an administrative reorganization included the creation of a position of Dean of Libraries and Learning Technologies. The position was filled by the existing Library Director, whose previous responsibilities had included libraries, distance learning and the Tutor Center. With the reorganization he added responsibility for all information technology positions. The implications for distance learning support are significant, as there is now one administrative area in which learning technologies are coordinated.
- Online readiness course (addresses student success): In August 2011, the college received a grant which will support the delivery of the online readiness course. The course will be tried in several configurations over the 2011-12 year to determine the most effective delivery method.
- Orientation (addresses student success): At the request of Student Services staff, “Success in Online Courses” will be part of the general fall student orientation
- Synchronous video (addresses technology infrastructure): WVC continues to implement student-friendly technologies. The campus ranks third among Washington community colleges in use of Tegrity. Also, a Skype trial is arranged for fall 2011, and will include distance faculty, counseling staff (to extend the reach of Wenatchee staff to Omak students), and others.
- Course evaluation (addresses faculty preparedness): WVC Deans are adapting the course evaluation instrument for use in online settings with adjunct and tenure track instructors.
- Proctoring improvements (addresses student success): Library staff have submitted a proposal for creation of a proctoring center primarily intended to support online students. It includes tools for secure online test administration, and the capacity to proctor face-to-face tests for online students at their convenience.

**Recommendation from Spring 2010 Year Five Report**

WVC’s Year Five report, submitted in April 2010, was reviewed by members of the Commission as part of the revised standards pilot. One recommendation was made:

  1. While the institution is engaged in assessment of its programs and services and assessment of core theme objectives, the Commission recommends that the institution implement its improvement cycle more consistently across the institution (Standard 4.B).

Several changes have been made to internal planning and assessment processes to address this recommendation. Planning at the department/program/service level followed an institutional template first developed in 2006-07. A proposal for revising this planning template was developed and presented by the standing Planning Committee in 2010. Changes to the template included explicit identification of linkages to core themes, and a three-year planning horizon (more realistic than the previous five-year outlook). In parallel, the Assessment Committee worked with all instructional programs to revise and update reporting on student learning outcomes in a consistent format. These efforts will converge in 2011-12 when functional areas
engage in department/program/service planning in alignment with the newly revised core themes. This process will be introduced at the WVC President’s Day and Deans’ Day at the start of fall quarter and will continue in division and department meetings through winter quarter 2012. Each area will review data and results from relevant core theme indicators and identify additional outcomes specific to the work of that unit that contribute to core theme achievement and improvement.

Recommendations from Fall 2010 Year Seven Evaluation
Three recommendations were issued to WVC as a result of the Year Seven Evaluation in October 2010. Per correspondence from the Commission dated February 7, 2011, these recommendations are to be addressed in fall 2013 in WVC’s next Year Three Report. The planning work described above lays the groundwork for progress on all three of these recommendations:

Recommendation 1
In the context of Core Themes, the committee recommends that the College focus on documenting, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (Standard 4.A.3).

Recommendation 2
The committee recommends that the institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered (Standard 4.A.5).

Recommendation 3
The committee recommends that the College develop a protocol to ensure the results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner. Moreover, evaluators recommend the College use results of student learning to inform the academic and learning-support planning and practices that lead to the enhancement of student learning achievements (Standard 4.B.1 and 4.B.2).
Chapter One: Mission, Core Themes, and Expectations

a) Executive Summary of Eligibility Requirements 2 and 3

2. AUTHORITY
The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

WVC is a public community college in Washington state, with a legislatively-designated service area of Chelan, Douglas, and Okanogan counties (District 15). The college has a five-member Board of Trustees, appointed by the Governor to five-year terms. WVC is one of 34 community and technical colleges within the Washington State Board for Community and Technical Colleges (SBCTC) system. SBCTC is a state agency that provides oversight, coordination, and support services under the Community and Technical College Act of 1991 (Revised). The Revised Code of Washington (RCW) section 28B.50 is the primary statute for Washington community colleges. The Washington Higher Education Coordinating Board (HECB) has also authorized WVC to award associate degrees.

3. MISSION AND CORE THEMES
The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The WVC mission statement, adopted February 20, 2008, by the Board of Trustees following six months of review and discussion, is consistent with the state’s definition of the role of community colleges and specifies the college’s purpose as meeting the educational needs of the residents of its service district. The college’s resources are dedicated to support of the mission and core themes.

A revised set of core themes for WVC was adopted in June 2011 following a year-long process with multiple opportunities for input. The college engaged in this revision in response to feedback from the pilot of the new accreditation process in 2008-10. To complete the pilot within the required time frame, WVC adopted its first set of seven core themes from the ten existing “ends policies” defined by the Trustees in 2002 under the Carver Model of Policy Governance. These seven core themes were workforce education, transfer/liberal arts, basic skills, continuing education, student diversity/access, responsiveness to local needs, and cultural education and enrichment. The college’s experience in responding to the new standards and specific suggestions from evaluators and review committees identified several difficulties with this initial core theme definition. The core themes varied in scope; some were specific to a particular instructional program while others represented efforts that cut across many areas of the college. This led to unevenness in indicators and measures; some themes had many more sources of data and had difficulty identifying selective areas of focus, while others were quite limited in comparison, and there was a general sense of dissatisfaction with giving them equal
standing. In linking planning for programs and services to the core themes, some areas of the college experienced redundancy in responding separately to each of the four major instructional areas; this created some difficulties with when and how results should be reported.

The process of revising the core themes to address these issues began with the Board of Trustees, who supported the intent of the changes and agreed that the core themes, when revised, could stand as the college’s “ends policies” in the Policy Governance model so that WVC would operate with one unified set of institutional outcomes. Discussions took place in several work sessions over the course of 2010 that addressed different scenarios for restructuring the themes, alternatives for monitoring and reporting on key issues of concern, and the distinction between mission elements and the operational strategies that implement those elements. Preliminary suggestions were given to the college Planning Committee in fall 2010, one of the college’s standing governance committees with representation from faculty, exempt staff, and classified staff. The Planning Committee then developed a proposal that included four core themes with objective statements and associated indicators. This proposal was circulated for feedback in two primary ways: through the college’s governance and organizational structures, and by providing open opportunities for input. Representatives from the Planning Committee presented the proposal at meetings of key governance groups, including the Instruction Council and President’s Cabinet, and requested of those representatives that it be further shared within departments and faculty divisions. This process also included the student government’s representative on the Instruction Council. In addition, a set of feedback questions for each core theme was posted on Commons, the college’s internal website. Each week for four weeks, a different core theme was featured and individuals were invited to respond to the feedback questions or simply send an email with comments and suggestions.

The Planning Committee reviewed this feedback and finalized a proposal which then went to the Cabinet and Board of Trustees for formal approval. This proposal included four core themes which are presented in detail in part C of this chapter:

- Educational Achievement
- Support for Learning
- Responsiveness to Local Needs
- Diversity and Cultural Enrichment

These core themes and their associated objectives were approved by the Board of Trustees on June 15, 2011. The Trustees also reviewed the proposed indicators and measures, but elected to delegate the determination of these elements to college leadership. This action reinforced the distinction between policy objectives and the specific means by which attainment of those objectives is demonstrated. Cabinet members and additional department heads have been engaged in review and refinement of these indicators, identification of specific data sources, and assignment of responsibility for data collection and reporting. Adoption of a schedule of formal core theme/ends policy reports to the Trustees is an agenda item for the September 2011 board meeting.
b) Standard 1. A Mission

Wenatchee Valley College 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.

Interpretation of Mission Fulfillment

WVC defines mission fulfillment as demonstrating an acceptable level of institutional performance on indicators of (1) student progress toward goals, and (2) community engagement. This definition was developed during spring quarter 2009 through discussions in the Planning Committee and President’s Cabinet (including a joint work session) and presented to the Instruction Council.

Several alternatives for creating a definition of mission fulfillment were considered in these discussions, using examples drawn from research and from approaches adopted by other institutions. These included a defining characteristics model, in which characteristics of an effective community college are identified and the college assesses the extent to which it demonstrates those characteristics; using a scorecard to summarize results and readily identify areas for improvement; and identifying critical indicators that represent components of mission fulfillment, and using them collectively to assess overall attainment. Discussion participants concurred that it was important to use objective data where possible, and to include measures of student achievement as well as indicators of community validation or support for the college’s accomplishments.

The President’s Cabinet then took on the next step in the process by proposing specific indicators for measuring mission fulfillment and reviewing data compiled by the Institutional Effectiveness office. Proposed indicators for mission fulfillment were drawn from indicators in use for Ends Policy reporting, with some additions and adjustments. The initial set of key performance indicators (KPIs) was reviewed and modified in 2011 to align more clearly with the college’s revised core themes, and to address some concerns and shortcomings identified during the pilot of the new accreditation model. The current set of KPIs is presented below, with changes in italic type:

Student Progress and Success

- Retention: fall-to-fall and 15 college credit momentum point for students with transfer or workforce preparation intent, fall-to-spring for developmental and basic skills students
- Completion: degrees and certificates earned for transfer and workforce intent students;

Community Engagement

- Satisfaction of current students and employees with college environment
- Student and employee demographics relative to diversity of service district
- Community events sponsored by the college and its foundations (performances, workshops,
competency gains and GEDs earned for basic skills students

- Transition: transfer to four-year institutions (transfer intent), employment (workforce intent), enrollment in college-level courses (developmental), enrollment and success in developmental courses (basic skills)
- Support for Learning: library engagement, information literacy, online course enrollments and success

- Enrollment demand: attainment of system FTE allocation, participation rate from high schools in the district
- Outreach to underserved groups: Hispanic and Native American residents, migrant student population, rural/small high schools

Articulation of an Acceptable Threshold of Mission Fulfillment

WVC implemented a scorecard approach to defining an acceptable threshold of mission fulfillment. The scorecard model has two components. First, weights summing to 100 points for each mission component (a total of 200) were assigned to determine how much each KPI contributes to the overall assessment of performance. Assignment of weights reflects the relationship among KPIs (e.g., retention is necessary for completion) and the degree to which the college can reasonably affect outcomes (e.g., the college can more directly impact retention than it can employment or university enrollment, which occur after leaving WVC).

**Student Progress Toward Goals (100 total points)**
- Retention: 40 points
- Completion: 30 points
- Transition: 20 points
- Support for Learning: 10 points

**Community Engagement (100 total points)**
- Community Enrichment: 15 points
- Student/Staff Diversity: 20 points
- Enrollment: 10 total points
- Stakeholder Satisfaction: 40 points
- Targeted Outreach: 15 points

With the KPIs identified, specific measures for each indicator were defined and the available data history was compiled and analyzed to establish performance benchmarks. Past performance was used to identify parameters for future performance that met, exceeded, or fell short of expectations and point values were assigned to each category. The first iteration of this model was developed during 2009 and was shared with the college as part of the annual fall President’s Day in-service presentation. In fall 2010, the scorecard was applied to data from the 2009-10 academic year; WVC attained 94.2% of the possible points. These results were presented to the college and posted on the faculty/staff website, and were also incorporated into the college’s annual report to the community.

Changes to the scorecard, as indicated above, were initiated in spring 2011 with discussion in the Planning Committee about the alignment of core theme indicators with mission fulfillment KPIs. This discussion continued in the President’s Cabinet and a proposal for new point values was approved. Institutional Effectiveness staff members have presented the updated scorecard to the administrative groups available during the summer, and it is on the agenda for both the
September 2011 Board of Trustees meeting and the upcoming all-staff in-service. The full version of the updated scorecard is included in the Appendix.

c) Standard 1.B: Core Themes

Educational Achievement
Description: WVC’s programs and services exist to help students attain their educational goals. As an open-access community college, those students come to WVC with a broad range of needs and intents. This core theme reflects the academic and instructional purposes of WVC to provide basic skills, pre-transfer, and professional/technical education that starts for each student with the skills and knowledge he or she brings and helps each one progress toward achievement of educational goals.

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.

<table>
<thead>
<tr>
<th>Indicators of Achievement</th>
<th>Measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress</td>
<td>Transfer intent students: retention through consecutive quarters (fall/fall), completion of first 15 college-level credits, completion of degree within three years.  Professional/technical intent students: retention through consecutive quarters (fall/fall), completion of first 15 college-level credits, completion of certificate within two years or degree within three years.  Students in developmental (pre-college) courses: retention through consecutive quarters (fall/spring).  Students in basic skills courses: Level gains in Adult Basic Education or English as a Second Language as assessed in CASAS.</td>
</tr>
<tr>
<td>Student Transition</td>
<td>Transfer intent students: enrollment in/performance at four-year university  Professional/technical intent students: employment after leaving WVC, pre/post training wages  Developmental students: completion of first 15 college-level credits  Basic skills students: enrollment and success in developmental courses</td>
</tr>
<tr>
<td>External Certification</td>
<td>Results of external licensure examinations for applicable professional/technical fields</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Attainment of defined outcomes for courses and programs (all areas) and of degree outcomes/core abilities (for degree seekers)</td>
</tr>
</tbody>
</table>
Rationale for Selection of Indicators: Student Progress measures reflect persistence toward and attainment of educational goals during a student’s time at WVC. The Student Transition indicator assesses what students do with their WVC education: are they able to move successfully to the next step appropriate to their goal and preparation? External Certification provides validation of students’ preparation for employment for those fields that have licensure requirements. Attainment of Student Learning Outcomes documents the knowledge, skills, and abilities students develop through their education at WVC.

Support for Learning
Description: WVC has many programs and services that do not necessarily provide direct instruction but are critical to student learning. These include student development and support services, the creation of appropriate learning environments through facilities and technology, the transactions and record-keeping that enable the work of the college, and support provided to students who learn at a distance or through alternative modes of instructional delivery. This core theme captures the work of these areas in fulfilling the mission and supporting teaching and learning.

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.

<table>
<thead>
<tr>
<th>Indicators of Achievement</th>
<th>Measured by:</th>
</tr>
</thead>
</table>
| Student Services Support  | Relationship of student development services to student progress/learning outcomes  
|                           | Student satisfaction with services  
|                           | Affordability: Tuition – track changes; evaluate possible responses to increases – measure against tuition rate changes: waivers, scholarship support, financial aid, emergency fund, payment plan  |
| Library Support           | Support for core abilities:  
|                           | • Locate, use and analyze information and technology resources, as measured by library surveys, collection analysis, library use measures, student computer literacy survey  
|                           | • Synthesize, evaluate and apply library information, as measured by library instruction surveys, information literacy survey (WASSAIL), library/course assignment integration, library services usage  
|                           | • Seek, recognize and apply knowledge, information, and diverse viewpoints, as measured by library/course assignment integration, library skills instruction, faculty collaboration  |
### Infrastructure Support

Sufficiency of facilities and technology to support student learning

Activities supporting environment for teaching and learning: staff development, emergency training, college websites, internal communications, outcomes reporting, facilities and technology plans

Student/staff satisfaction with college environment

### Distance Learning Support

Student orientation and support services

Faculty development and training

Course development/revision

Student participation in/satisfaction with online learning

### Rationale for selection of indicators:

**Student Services** support student progress and success, as measured by course completion, retention, and degree completion, by removing barriers (financial aid, emergency funding, scholarships, disability support), engaging students outside of the classroom (student programs, multicultural affairs), and providing wrap-around services for eligible students (CAMP). Students’ perceptions of the college environment and their satisfaction with programs and services are not direct indicators of impact, but are important to consider in working toward continuous improvement. As tuition increases are implemented at the state level, WVC will monitor the impact of these changes and identify effective mitigation strategies.

**Library Support** is provided in multiple ways beyond access to resources and materials that directly support student attainment of core abilities. **Infrastructure Support** captures the ways in which non-instructional programs and services create a college environment conducive to teaching and learning. **Distance Learning Support** is being directly assessed to ensure that planning is deliberate and that the college adequately addresses the recommendation received in 2010.

### Responsiveness to Local Needs

**Description:** An explicit element of WVC’s mission statement is that the college works to meet the educational needs of its unique service district. Responsiveness is an important aspect of WVC’s ability to address these needs as the only higher education institution based in a large, underserved geographic area.

**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.

<table>
<thead>
<tr>
<th><strong>Indicators of Achievement</strong></th>
<th><strong>Measured by:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Allocation Related to Demand and Participation</td>
<td>Enrollments (credit, non-credit, Running Start, etc.)</td>
</tr>
<tr>
<td></td>
<td>Local high school graduate capture (enrollment) rate</td>
</tr>
<tr>
<td></td>
<td>Waitlists for courses/programs</td>
</tr>
<tr>
<td></td>
<td>Size of annual schedule (courses:FTEs)</td>
</tr>
<tr>
<td></td>
<td>Course additions/cancellations (changes from annual schedule)</td>
</tr>
<tr>
<td></td>
<td>Program development/review of offerings</td>
</tr>
<tr>
<td>Industry Relations</td>
<td>Advisory committees</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Contract and employer-based training</td>
</tr>
<tr>
<td>Economic Development</td>
<td>WVC involvement in regional planning</td>
</tr>
<tr>
<td></td>
<td>Economic impact study</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>WVC and WVCO Foundation activities/events</td>
</tr>
<tr>
<td></td>
<td>Use of community input to the college</td>
</tr>
<tr>
<td></td>
<td>Partnerships and outreach activities</td>
</tr>
</tbody>
</table>

Rationale for selection of indicators: Resource Allocation examines how WVC allocates resources to meet local educational needs through enrollment planning, course scheduling, and program development. Industry Relations documents the benefits and effects of direct linkage with local employers for training provision and input into WVC curriculum, equipment, and learning outcomes. Economic Development captures the impact of the college on regional efforts for employment and industry; as the only higher education provider based in the region, it is critical for WVC to be an active participant. Community Involvement provides opportunities for WVC to be responsive to local needs by engaging people outside the college and listening to input.

**Diversity and Cultural Enrichment**

Description: This core theme examines the degree to which WVC is representative of the communities it serves and how well it provides opportunities for learning and cultural enrichment across a geographically isolated region. Access is important to WVC’s mission and manifests not only in open admissions standards but also in supporting an inclusive environment and actively seeking out partnerships and opportunities to connect individuals and groups with the college.

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.

<table>
<thead>
<tr>
<th>Indicators of Achievement</th>
<th>Measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Environment</td>
<td>Student and staff satisfaction with campus climate</td>
</tr>
<tr>
<td></td>
<td>Processes that support resolution of complaints/disputes for staff and students</td>
</tr>
<tr>
<td></td>
<td>Demographic data for staff and students that are reflective of the district population</td>
</tr>
<tr>
<td></td>
<td>Impact of outreach efforts to underserved groups</td>
</tr>
<tr>
<td>Cultural Perspectives</td>
<td>Student and community involvement in special events presenting art, music, and diverse cultures</td>
</tr>
<tr>
<td></td>
<td>Student learning outcomes that reflect cultural understanding</td>
</tr>
</tbody>
</table>

Rationale for selection of indicators: Inclusive Environment indicators assess how staff and students perceive the campus climate and ensure that unintentional effects are identified and underserved groups are included. Demographic data are an indicator of access and diversity;
these characteristics have led the college to target outreach to specific groups to promote greater participation in college programs and services. Events and activities that promote *Cultural Perspectives* provide opportunities for students and community members to expand their understanding and experience opportunities they might not otherwise be able to access.
Conclusion

WVC’s second Year One Self-Evaluation responds to Standard 1 by presenting the college’s mission, expectations for mission fulfillment, core themes, and indicators of achievement. These elements collectively represent what the college expects to accomplish and how it will demonstrate that accomplishment to its constituents. They have been developed through extensive discussion involving the entire college community. These discussions have promoted meaningful engagement with the accreditation standards and created an opportunity for the college to view itself in new ways in the spirit of continuous improvement. The revision of the core themes and their adoption as the college Ends Policies are important steps in creating a foundation for consistent, regular planning and outcomes assessment throughout the college. The table below presents the schedule WVC is following to merge the accreditation cycle with internal planning efforts.

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
</tr>
</thead>
</table>
| 2011-12 (Year One) | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning  
Spring: Begin update of Strategic Plan |
| 2012-13 | Fall: Mission Fulfillment data review  
Fall: Complete update of Strategic Plan  
Fall/winter: Core Theme and department/unit data review/planning |
| 2013-14 (Year Three) | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning |
| 2014-15 | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning  
Spring: Update Strategic Plan |
| 2015-16 (Year Five) | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning |
| 2016-17 | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning |
| 2017-18 (Year Seven) | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning |
| 2018-19 (Year One) | Fall: Mission Fulfillment data review  
Fall/winter: Core Theme and department/unit data review/planning  
Spring: Update Strategic Plan |

As WVC moves through its second full cycle of the new accreditation process, all areas will continue to work toward greater integration of the core themes and improved documentation of achievement of outcomes. After an intense period of changes over the last two years, driven by both internal efforts at improvement and external budget pressures, the college is finding a new equilibrium. The emphasis on planning and the use of results has fostered a more thoughtful, less reactive culture despite the severity of the economic crisis.