



***Mission Fulfillment
Self-Reflection***

2020-2025 Results

Mission Fulfillment Self-Reflection Report

Introduction

Beginning in 2023, under the direction of Dr. Faimous Harrison, Wenatchee Valley College initiated a process to renew the mission statement and develop a new strategic plan. The process included a thorough analysis of internal and external stakeholders, conducted by the Office of Institutional Effectiveness Office and an external consulting group. The results were used to develop WVC's new mission, an inaugural vision, and six strategic plan priorities for 2024-2030. The mission, vision, and strategic plan were formally adopted by the Board of Trustees in June 2024:

Mission: Wenatchee Valley College enriches North Central Washington and delivers relevant, innovative, and experiential educational opportunities for thriving and healthy communities.

Vision: Wenatchee Valley College transforms lives, strengthens communities, fosters inclusive excellence, and is the higher education institution of choice for North Central Washington and beyond.

In addition, WVC conducted a district values activity at the September 2024 President's Day and used input from all employees to develop the college's core values: Community, Opportunity, Integrity, Learning, and Student-Centered, also known as WVC's COILS. The COILS acronym is also symbolic of what a coil represents: connections, sparking energy, and creating momentum. As we work together, the whole coil becomes something greater than its individual parts.

The mission statement describes the purpose of our work, the vision statement describes our goals, and the values guide our daily decision making. The values also help measure the progress towards meeting the objectives outlined in the Strategic plan. Key Performance Indicators (KPIs) have been developed for the values and they are simultaneously linked to measure the Strategic Plan objectives. These KPIs serve as measurable benchmarks of institutional effectiveness and progress toward mission fulfillment.

Overview of KPIs and mission fulfillment at WVC

Key Performance Indicators (KPIs) serve as strategic, college-wide metrics that support the accreditation process by offering a concise snapshot of institutional effectiveness. These indicators reflect critical areas aligned with the College's mission and are selected for their relevance, reliability, and capacity to be measured and verified. To ensure their impact, KPIs must be institutionally focused and represent domains where the College can exert meaningful influence and drive improvement.

Description of KPIs: Wenatchee Valley College (WVC) has established 16 Key Performance Indicators (KPIs) that reflect the institution's core values—Community, Opportunity, Inclusion, Learning, and Student-Centeredness—as articulated in its mission, vision, and strategic plan. These KPIs serve as measurable benchmarks of institutional effectiveness and progress towards mission fulfillment.

To illustrate the alignment between strategic objectives and KPIs, WVC developed a Sankey chart that visually maps the connections between each KPI and the College's strategic goals. While each KPI holds distinct significance, their collective impact provides a comprehensive view of institutional performance. All KPIs are designed to be routinely measurable, with clearly defined college-wide targets. Additionally, 11 KPIs include comparative benchmarks against peer institutions to contextualize performance.

Peer colleges: For all of the learning metrics, WVC compares itself to Washington State Community colleges as regional peer colleges with data made available from the State Board of Community and Technical Colleges website. Six KPIs have an overall score that integrates National peer college comparisons (i.e., WVC compares itself to other “small colleges” [CCSSE] or “all BACC/ASSOC colleges” [PACE] who took the survey). WVC did not use national data from the Integrated Postsecondary Education Data System (IPEDS) for peer comparison because IPEDS considers WVC a 4-year institution which invalidates data such as 3-year graduation rate.

Scoring: WVC is committed to annual review and scoring of KPIs as part of its mission fulfillment cycle. This process enables leadership teams to identify areas where performance targets are unmet and to guide strategic planning and resource allocation accordingly.

Due to prior transitions in leadership and a comprehensive restructuring of Institutional Effectiveness, reflection on mission fulfillment using data was not conducted consistently in recent years. In 2021-2022, WVC prepared a mid-cycle evaluation and reflected upon mission fulfillment using dis-aggregated data and Core Theme indicators. In 2024-2025, WVC reflected upon performance using dis-aggregated student achievement data in a scorecard format. However, beginning in the 2025–2026 academic year, WVC will implement a formal review process in which KPIs are vetted and reviewed by faculty, staff, and administrators. This collaborative approach ensures transparency, shared accountability, and continuous improvement in alignment with the College’s mission. The draft Key Performance Indicator and mission fulfillment review document was shared at the October 10, 2025 Instruction Council meeting, two all-district meetings (October 17 and November 14th), the Education Achievement Committee (fall 2025 meetings), students (ASWVC December meetings) and the December 17 Board of Trustees meeting. Dean Andrew Tudor also provided specific comments during a November 17, 2025 meeting. All comments provided were documented in a comment-response table included at the end of this document. Several comments were incorporated into the final document as indicated by shaded responses in the table.

Structure of the report: Each Key Performance Indicator (KPI) is presented with a comprehensive profile that includes:

- The goal it supports
- A clear definition of the measure
- The source of data
- Baseline data for context
- Annual data and KPI status
- The established KPI target

These targets are intentionally aspirational, designed to drive continuous institutional improvement in service to WVC’s students and broader community. Included with each indicator table is an analysis of longitudinal trends in WVC data. The summary table of all KPI’s contains an overall assessment of the status of each KPI.

Context for Evaluation: In setting ambitious targets, WVC acknowledges that some KPIs may currently fall short of expectations. As such, the report uses a color-coded scoring system to reflect progress:

- Green circles represent KPIs where the College is meeting or is on track to meet the target within the designated timeframe.
- Yellow triangles indicate areas where the College has not yet met the target but is either approaching it or showing meaningful progress.
- Red squares identify KPIs where the College is not close to meeting the target and progress is limited or absent.

This evaluation framework reflects WVC's commitment to transparency, accountability, and mission-driven growth. The outcomes from this self-reflection process will be used to inform budget and planning priorities. It recognizes that meaningful progress often requires time, sustained effort, and strategic alignment across the institution. These principles guide the articulation of mission fulfillment presented in the following sections.

Mission fulfillment definition: WVC is fulfilling its mission when at least 75% of scores are green or yellow.

Status: Currently, 75% of WVC's overall scores are green or yellow.

2024-25 Summary of KPI scores and mission fulfillment

Core Values	Key Performance Indicators (KPI)	Overall	Peer Colleges
1. Community	A. Student Satisfaction (from 2021-2022)		*
	B. Employee Satisfaction		*
	C. Community Satisfaction		-
2. Opportunity	A. Financial Health		-
	B. Professional Growth		*
	C. Enrollment Growth		-
3. Inclusivity	A. Student Belonging (2021-2022)		*
	B. Employee Belonging		*
	C. Gateway Courses		-
4. Learning	A. Credit Attainment		*
	B. Retention Rates		*
	C. 3-yr Graduation Rates		*
	D. Transfer Rate (2021-2022)		*
	E. Employment Rate (2022-2023)		*
5. Student Centeredness	A. Student Engagement (2021-2022)		*
	B. Student support		-

Note: An asterisk (*) indicates an overall KPI score that integrates a peer college comparison. A – represents a metric that has not been compared to peer schools as it cannot be measured in comparison.

KPI 1a Community: Student Satisfaction

Goal: Student satisfaction with their educational experiences at WVC will be the same as or higher than the national average survey score.

Definition: Results for (1) biennial Community College Survey of Student Engagement (CCSSE) item, (2) biennial of-year student survey item disaggregated by student groups. Baseline data from small colleges in the cohort group in 2022 (the first year administration of the CCSSE in the cycle).

Source of Data: Community College Survey of Student Engagement (CCSSE) (biennial), alternate year internal survey of student engagement. Baseline is based on data from small colleges that complete the CCSSE. Baseline data is from small colleges who take the CCSSE. The next student survey will occur in 2026 and future student survey data will be collected every 2 years.

Longitudinal analysis: A longitudinal analysis of data is not possible for this reporting period, however, will be considered after the next student survey.

	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	KPI Target
KPI Status	87.4%						>87.4%
a. Percent of students who completed the CCSSE survey who responded to question 36, "How would you rate your overall experience at WVC?" with good or excellent	87.4%			86.7%			>87.4%

KPI 1b Community: Employee Satisfaction

Goal: Faculty and staff satisfaction with the working environment at WVC will be similar to or higher than the national average PACE scores and employee retention rates will be higher than or equal to previous years.

Definition: (1) Percent of employees from one fall who return the following fall and (2) results of the biennial pace survey (and biennial of-year survey) disaggregated by employee groups

Source of Data: (1) Employee PACE and of-year survey each conducted biennially on alternating years. Baseline data from the first Year of the cycle for retention data. Data based on BACC/ASSOC degree granting institutions on PACE.

Longitudinal analysis: A longitudinal analysis of data indicates that employee satisfaction has declined based upon reduced overall retention rates and lower overall PACE climate means in the last three surveys.

		Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	KPI Target
KPI Status								
a. <i>Employee Retention Rate: The percent of employees from one fall who return the following fall</i>	Overall	.914	.914	.866	.842	.839	NA	>.914
	Faculty	.967	.967	.912	.911	.922	NA	>.967
	Classified Employees	.884	.884	.819	.863	.797	NA	>.884
	Exempt Employees	.869	.869	.853	.744	.788	NA	>.869
b. PACE Climate mean	Overall	3.755	3.611		3.605		3.508	>3.755
	Faculty	3.701			3.356		3.333	>3.701
	Administrators	3.882			3.572		3.723	>3.882
	Staff	3.801			3.875		3.577	>3.801

KPI 1b Community: Community Satisfaction

Goal: WVC faculty and staff work to engage students with the community in the classroom, through internships, and through events. In addition, faculty work to obtain community feedback to ensure that workforce programs serve community needs. Since 2025 is the first time this survey was conducted, this survey will be used as baseline data to establish future benchmarks for success. Goals for success are defined for each indicator in the table below.

Definition: (1) Number of survey responses from WVC faculty and staff surveyed and (2) number of unique partnerships identified from the survey, (3) total number of partnerships identified in the survey, and (4) number of advisory board members (this number is a sub-set of #2 and 3 above).

Source of Data: Annual employee community survey of partnerships. The first survey was completed in November 2025 and that data will serve as the baseline for future evaluations.

Longitudinal analysis: A longitudinal analysis of data is not possible for this reporting period, however, will be considered after subsequent surveys.

	Baseline data 2025 survey	Goal	Target met?
KPI Status			
1. Number of survey responses	31 survey responses	>31 responses	
2. Number of unique community partners	145 unique community partnerships	Increase	
3. Total number of partnerships	183 total partnerships	Increase	
4. Advisory board members	126 advisory board members	Maintain	

KPI 2a Opportunity: Financial Health

Goal: WVC budget processes will be consistent with NWCCU Standards and WVC policies.

Definition: (1) Reserve of \$9,000,000 and (2) Faculty input on the budget and a Board approved budget annually by July 1 and (3) Conduct an internal financial audit within 15 months each year.

Source of Data: Budget office reporting; Annual audit results

Longitudinal analysis: A longitudinal analysis of data indicates that there has not been a change in improved financial health over the last five years. However, in the 2025-2026 academic year, WVC is working towards improving the budget transparency process.

	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	KPI Target
KPI Scores							
a. Reserve of \$9,000,000	\$2,100,000					\$2,100,000	\$9,000,000
b. Faculty input on the budget and a Board approved budget annually by July 1	No	No	No	No	No	No	No
c. Conduct an internal financial audit within 15 months	No	No	No	No	No	No	No

KPI 2a Opportunity: Professional Growth

Goal: Staff and faculty perception of professional growth and leadership opportunities for development and advancement will be similar to or better than national average scores.

Definition: (1) Average score from employee surveys on opportunities for professional development (2) Average score from employee surveys on opportunities for career advancement.

Source of Data: PACE (#46: professional development and training opportunities are available and #38: I have the opportunity for advancement within this institution) and off-year survey each conducted biennially on alternating years. Baseline data from all BACC/ASSOC degree institutions in the 2020 administration year.

Longitudinal analysis: A longitudinal analysis of data indicates that employee perceptions of professional growth opportunities improved mid-cycle (2022) but declined again in 2025.

		Baseline Data	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	KPI Target
KPI Scores									
a. Average score from employee surveys on opportunities for professional development. <i>Question #46 on the PACE report: The extent to which professional development and training opportunities are available</i>	Overall	3.788	3.594		3.791			3.669	>3.788
	Faculty							3.694	
	Staff							3.652	
	Administrator							3.571	
b. Average score from employee surveys on opportunities for career advancement. <i>Question #38 on the PACE report: I have the opportunity for advancement within this institution</i>	Overall	3.020	2.949		3.090			2.837	>3.020
	Faculty							2.679	
	Staff							2.862	
	Administrator							3.803	

KPI 2c Opportunity: Enrollment Growth

Goal: WVC will provide opportunity for the community to attain credentials by increasing annual enrollment each year

Definition: FTE enrollment numbers. Baseline set in year 2019-2020. Percent growth based on year-to-year growth.

Source of Data: Student Demographics Dashboard

Longitudinal analysis: A longitudinal analysis of data indicates that enrollment has increased from year to year during this reporting period. However, WVC has still not reached enrollment numbers prior to COVID as indicated in the comparison to the 19-20 baseline FTE enrollment of 3,029 students and the 18-19 enrollment was 3,170 FTE.

	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	KPI Target
KPI Scores							
FTE Enrollment numbers	3029.292	2773.263	2431.502	2439.397	2632.099	2873.941	
Percent Growth		-8%	-12%	0%	8%	9%	Positive annual growth but still not exceeding pre-COVID enrollment

KPI 3a Inclusivity: Student Belonging

Goal: Student perception of having equal educational opportunities in academics, support services, and cultivating belonging will be higher than or equal to national average.

Definition: Results for (1) biennial CCSSE items, (2) biennial of-year student survey items disaggregated by student groups

Source of Data: CCSSE and off-year survey each conducted biennially on alternating years. Question 9b: How much does the college emphasize providing the support you need to help you succeed at this college? Question 9e: How much does the college emphasize providing the support you need to thrive socially? Baseline measure determined by all small colleges completing the CCSSE. The next student survey will occur in 2026 and future student survey data will be collected every 2 years.

Longitudinal analysis: A longitudinal analysis of data is not possible for this reporting period, however, will be considered after the next student survey.

[illegible]

Goal: WVC faculty and staff perception of feeling welcomed, respected, and valued for their unique perspectives and experiences will be equal to or higher than the national average scores for questions that evaluate this indicator.

Source of Data: PACE and of-year survey each conducted biennially on alternating years. Questions 15: I am able to appropriately influence the direction of this institution. Question 22: This institution has been successful in positively motivating my performance. Question 8: I feel my job is relevant to this institution's mission. Question 43: A spirit of cooperation exists in my department. Baseline data from all BACC/ASSOC degree institutions in the 2020 administration year.

		Baseline Data	2019-2020	KPI Status	2020-2021	2021-2022	KPI Status	2022-2023	2023-2024	2024-2025	KPI Status	KPI Target
KPI Status	Average Overall	3.6488	3.6455		NA	3.6633		NA	NA	3.6088		>3.6488
Questions 15: I am able to appropriately influence the direction of this institution.	Overall	3.035	2.909			3.079				2.777		>3.035
	Faculty									2.516		
	Staff									3.277		
	Administration									3.214		
Question 22: This institution has been successful in positively motivating my performance.	Overall	3.335	3.202			3.175				2.916		>3.335
	Faculty									2.694		
	Staff									2.955		
	Administration									3.500		
Question 8: I feel my job is relevant to this institution's mission.	Overall	4.398	4.435			4.374				4.571		>4.398
	Faculty									4.581		
	Staff									4.463		
	Administration									4.929		
Question 43: A spirit of cooperation exists in my department.	Overall	3.827	4.036			4.025				4.171		>3.827
	Faculty									3.984		
	Staff									4.338		
	Administration									4.429		

KPI 3c Inclusivity: Dis-aggregated Gateway Course Success

Goal: All students successfully complete college-level gateway coursework at equal rates regardless of gender, race/ethnicity, economic status, and first-generation status.

Definition: Percent of college-level gateway course enrollments in an academic year completed with a C or higher (P/S for non-graded courses). Data within each group was evaluated for differences based a chi-square test of homogeneity between the demographic groups. Green indicates that the two numbers are not significantly different (pvalues >0.5). Orange indicates pvalues greater than 0.001 but less than 0.5. Red indicates significant differences where the pvalue is < 0.001.

Source of Data: A gateway course is either (1) a first college-level English or math course or (2) a course with annual enrollment >200 that is an entry course in a program/discipline and that serves as a prerequisite for higher level courses. The following courses were included in the data below: BIOL&211, BUS&101, CHEM&121, ENGL&101, HIST&146, HUM&101, MATH& 107, MATH&141, MATH&146, PHIL&101, POLS&101, PSYC&100, SOC&101. Data from Course Success Dashboard.

In rolling up the total KPI symbol, the number significant and non-significant values were counted. So there were 5 scores green, 4 scores yellow (orange), and 7 scores red so the overall score is depicted in the roll up table as a red square for this indicator.

Longitudinal analysis: A longitudinal analysis of the data indicates that there does not appear to be differences in male and female course success rates. There is a 4% increase in course success rates for Hispanic/latine students over the last four academic years which is a positive trend towards reducing equity gaps. There are no longitudinal trends for differences in course success rates based upon income levels. There does not appear to be a longitudinal trend in improving equity in pass rates for first generation students, however, it is interesting to note that pass rates in both groups (first generation and non-first generation) are generally improving by 2% or more in the last four academic years.

Disaggregated Gateway Course Success

	Academic Year	2021-22	2022-23	2023-24	2024-25	KPI Target
Gender	Overall	83.0%	84.6%	84.5%	84.8%	
	Women	83.4%	85.0%	83.5%	83.8%	
	Men	83.1%	84.7%	84.0%	85.1%	
Race/Ethnicity	Hispanic	79.5%	80.1%	81.7%	83.4%	
	White	86.3%	89.2%	86.3%	86.4%	
Economic Status	Economically Disadvantaged	81.2%	82.8%	83.9%	83.8%	
	Not Economically Disadvantaged	84.7%	86.9%	85.1%	86.1%	
First Generation Status	First Generation	78.5%	82.8%	82.3%	82.7%	
	Not First Generation	85.1%	86.6%	86.9%	87.4%	

Gateway Course Success P-Values

Academic Year	2021-22	2022-23	2023-24	2024-25
Gender	0.8771	0.8466	0.7270	0.2865
Race/Ethnicity	0.0000	0.0000	0.0002	0.0085
Economic Status	0.0033	0.0005	0.3098	0.0301
First Generation Status	0.0000	0.0013	0.0001	0.0000

KPI 4a Learning: Persistence through credit attainment

Goal: Students persist and earn credits during their first year at WVC at a rate equal to or higher than peer institutions.

Definition: Percent of all, first time, fall start degree seeking students (including running start and international) who earn 15, 30, and 45 credits in one year.

Source of Data: Data from Course Success Dashboard <https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard>

Longitudinal analysis: A longitudinal analysis of the data indicates that a higher percentage of WVC students are earning 15, 30 and 45 credits in 2023 (80%, 63%, and 34%, respectively) when compared to previous years 2020-2022.

WVC	1-Year Credits	Academic Year	2020	2021	2022	2023	Ave	KPI Target
		15 Credits	74	74	75	80	74.6	
		30 Credits	59	56	61	63	58.6	
		45 Credits	33	32	35	34	31.1	

SBCTC Peers	1-Year Credits	Academic Year	2020	2021	2022	2023	Ave	
		15 Credits	72	69	70	72	70.6	
		30 Credits	52	48	48	51	49.0	
		45 Credits	25	24	23	25	23.3	

KPI 4b Learning: Retention Rate

Goal: Award-seeking WVC students will continue at the college into their second year at a rate equal to or higher than other Washington Community Colleges.

Definition: Percent of all, first time, fall start degree seeking students (including running start and international) enrolled in fall quarter to re-enroll in the following fall quarter or earn a degree or certificate prior to the fall.

Source of Data: SBCTC first-time entering student outcomes dashboard. Peer colleges include all Washington community college.

Longitudinal analysis: A longitudinal analysis of the data indicates that WVC fall to fall retention rates have ranged from 58 – 68% over the last four years with a general trend towards improvement, however, there is a slight drop in the percentage for the last year data is available.

Fall to Fall retention	Academic Year	2020	2021	2022	2023	Ave	KPI Target
WVC	Fall-2 nd Fall	58	58	68	65	63	
Peers	Fall-2 nd Fall	57	57	57	61	58	

KPI 4c Learning: 3-yr Graduation Rate

Goal: The percentage of WVC students earning a credential within three years will be equal to or greater than peer schools.

Definition: Percent of all, first time, fall start degree seeking students (including running start and international) during the academic year who complete a degree or certificate within 3 years

Source of Data: First time entering student outcomes dashboard, fall start, all students (international, prof-tech running start and transfer) SBCTC

Longitudinal analysis: A longitudinal analysis of the data indicates that the percentage of WVC students earning a credential in three years ranges from 37% - 44% but there does not appear to be a clear linear trend.

	2017 cohort	2018 cohort	2019 cohort	2020 cohort	2021 cohort	Average
	3 year 2020	3 year 2021	3 year 2022	3 year 2023	3 year 2024	
Graduation rate	44%	38%	37%	39%	40%	40%
Peer Comparison	31%	31%	30%	31%	33%	31%
KPI status						

KPI 4d Learning: Transfer Rate

Goal: The percentage of WVC students earning a credential that successfully transfer and continue their education at a 4-year university will be equal to or greater than peer schools.

Definition: Percent of WVC students graduating with an academic transfer degree who enroll at a four-year institution within three years of earning their associate degree.

Source of Data: First time entering student outcomes dashboard, fall start, all students (international, prof-tech and transfer) SBCTC

Longitudinal analysis: A longitudinal analysis of the data indicates a higher percentage of WVC students have transferred to a 4-year school in 2023 (24%) and 2024 (19%) than compared to 3-year transfer rates in 2020 (17%), 2021 (18%), and 2022 (16%). The 4-year transfer rates were lowest for WVC in 2023 (22%) and higher in 2021 (24%), 2022 (23%), and 2024 (24%). That said, 1-2% difference may not be that big of a difference from year to year.

Transfer rate	2017 cohort	2018 cohort	2109 cohort	2020 cohort	2021 cohort	Average
	3 year transfer 2020	3 year transfer 2021	3 year transfer 2022	3 year transfer 2023	3 year transfer 2024	3 year transfer
WVC	34%	33%	33%	46%	37%	37%
Peer Comparison	34%	34%	35%	42%	39%	37%
KPI status						

KPI 4e Learning: Employment Rate

Goal: WVC students graduating with a professional-technical degree will find employment in their field at an equal or greater rate than peer colleges.

Definition: Percent of professional-technical program graduates who are employed or continuing their education within three quarters after graduation.

Source of Data: SBCTC after college outcomes dashboard (filter for WVC or peer colleges in “prof/tech placement” tab. <https://www.sbctc.edu/colleges-staf/research/data-public/after-college-outcomes-dashboard>. Peer Colleges in this data set are a sub-set of statewide schools to reflect a more similar demographic to WVC. Peers selected for this comparison include: Big Bend Community College, Columbia Basin Community College, Peninsula College, Yakima Valley Community College.

Longitudinal analysis: A longitudinal analysis of the data indicates that employment rates for students to complete a WVC professional-technical program have remained fairly steady over the time period evaluated and they are consistently higher than employment rates at peer colleges.

WVC ProfTech Completer Employment Rate				
Year	2019-20	2020-21	2021-22	2022-23
% Placed in Covered Jobs	79.80%	78.73%	78.10%	78.10%
KPI Status (comparison to peers)				

Peer Comparison ProfTech Completer Employment Rate				
Year	2019-20	2020-21	2021-22	2022-23
% Placed in Covered Jobs	66.17%	71.70%	72.89%	72.36%

KPI 5a Student Centeredness: Student Engagement

Goal: Students are engaged in their own learning and with other students and faculty in the classroom environment at a rate equal to or greater than the national average.

Definition: Results for (1) biennial Community College Survey of Student Engagement (CCSSE) item, (2) biennial of-year student survey item disaggregated by student groups. Baseline data from small colleges in the cohort group in 2022 (the first-year administration of the CCSSE in the cycle).

Source of Data: Community College Survey of Student Engagement (CCSSE) (biennial), alternate year internal survey of student engagement. The next student survey will occur in 2026 and future student survey data will be collected every 2 years.

Longitudinal analysis: A longitudinal analysis of the data is not possible at this time, however, will be conducted after the next survey.

	Baseline Data	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	KPI Target
KPI Status	36.3%						>36.3%
<i>CCSSE survey: The average of the “often” and “very often” percentages for the following active and collaborative learning benchmark items: 4a. Asked questions in class or contributed to class discussions. 4b. Made a class presentation. 4f. Worked with other students on projects during class. 4g. Worked with classmates outside of class to prepare class assignments. 4l. Talked about career plans with an instructor or advisor 4p. Worked with instructors on activities other than coursework 4q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers).</i>	36.3%	NA	37.2%	NA	NA	NA	The average of “often” plus “very often” percentages is greater than the average for small colleges who took the survey. Note the 4 point scale also includes “never” and “sometimes”

KPI 5b Student Centeredness: Student support cohorts

Goal: WVC will fund and implement high-impact practices that result in improved student retention and GPA.

Definition: Term to term retention rates and fall GPA are compared between first time, degree seeking students who are coded into support groups as described below.

Source of Data: WVC data dashboards for retention and GPA

Longitudinal analysis: A longitudinal analysis of the data indicates that when first time, degree-seeking students are supported through onboarding and navigation during their first year, term to term retention rates and GPA are both higher with these student supports.

Year	2022-23	2022-23	2023-24	2023-24	2024-25	2024-25	KPI Status
Student support	Not supported	Supported*	Not supported	Supported*	Puente	Supported*	▲
Headcount	258	521	259	467	228	568	After 1 year, Puente navigation supports demonstrate improved retention and GPA with values closer to students who are supported by other programs. A yellow status is assigned because this demonstrates progress but improvements could still be made.
Term To Term Retention	82%	85%	73%	92%	87%	91%	
Fall GPA	2.69	3.05	2.48	3.12	2.93	3.08	

*Supported means students supported by MESA, CAMP, TRIO or Running Start programs.

Puente is the navigation and retention support program funded by Title V also called First Year Experience. Puente was first implemented starting in the 24-25 academic year. Not supported students are first time, degree seeking students who were not assigned a college navigator or provided program-specific onboarding support during their first year.

Summary of the results

The results of the mission fulfillment evaluation indicate that WVC is performing and meeting our goals for student learning with 75% of the indicators showing progress towards or meeting goals. This mission fulfillment self-reflection also highlights where the institution is doing well and where to focus continuous improvement efforts and this paragraph summarizes the results. WVC is meeting targets in all of the student achievement metrics used to evaluate the learning value. Students indicate that they feel engaged with other students and faculty during their learning experiences at WVC and the institution is working to incorporate more high impact practices such as navigation and onboarding support to continue to improve student centeredness. The institution has also made progress in the last seven years to be more inclusive, however, work should continue to improve student and employee feelings of belongingness. A comparison of dis-aggregated student success rates in Gateway courses indicates that Hispanic/latine student success rates have improved by 4% in the last five years, however, they are still significantly lower than white student course success rates. Therefore, WVC just opened the El Corazon teaching and learning center in Fall 2026 and the purpose of this work is to provide trainings about high impact practices to engage students, reduce equity gaps in student achievement across the institution, and to increase feelings of belongingness amongst students and employees. Enrollment has increased since COVID, however, enrollment numbers are still not at pre-COVID levels. To assess community satisfaction, students surveyed rated their satisfaction about the same as the national average, however, WVC aims to be higher than average in student assessment of their college experience so there is room to improve in that indicator. The college is not close to meeting targets and progress is limited or absent when it comes to financial health, employee satisfaction and professional growth. In closing, WVC has concluded that we are fulfilling our mission to teach students, however, we need to continue to make improvements in student centeredness and inclusivity while improving the climate amongst employees and becoming more financially stable.

In conclusion

The data presents an overview of the status of mission fulfillment at the college. Overall, student achievement at WVC is meeting the goals of performing at or above our peers when we evaluate student learning which demonstrates strong commitment to being student-centered yet the college faces challenges in aligning institutional climate and employee satisfaction with its mission. These successes in overall educational outcomes deserve recognition and celebration. However, they must not overshadow the critical areas where improvement is needed, particularly in fostering a stronger sense of community and expanding opportunities.

Among the five indicators that remain below target and show limited progress, two are tied to opportunity: financial health and professional development. The other two relate to community: employee and community satisfaction. In addition, when student achievement outcome data is dis-aggregated, equity gaps exist for race/ethnicity, first generation and low income students. As instructional and student support practices are aimed to address these equity gaps, it will also result in improvements in the overall student achievement outcomes.

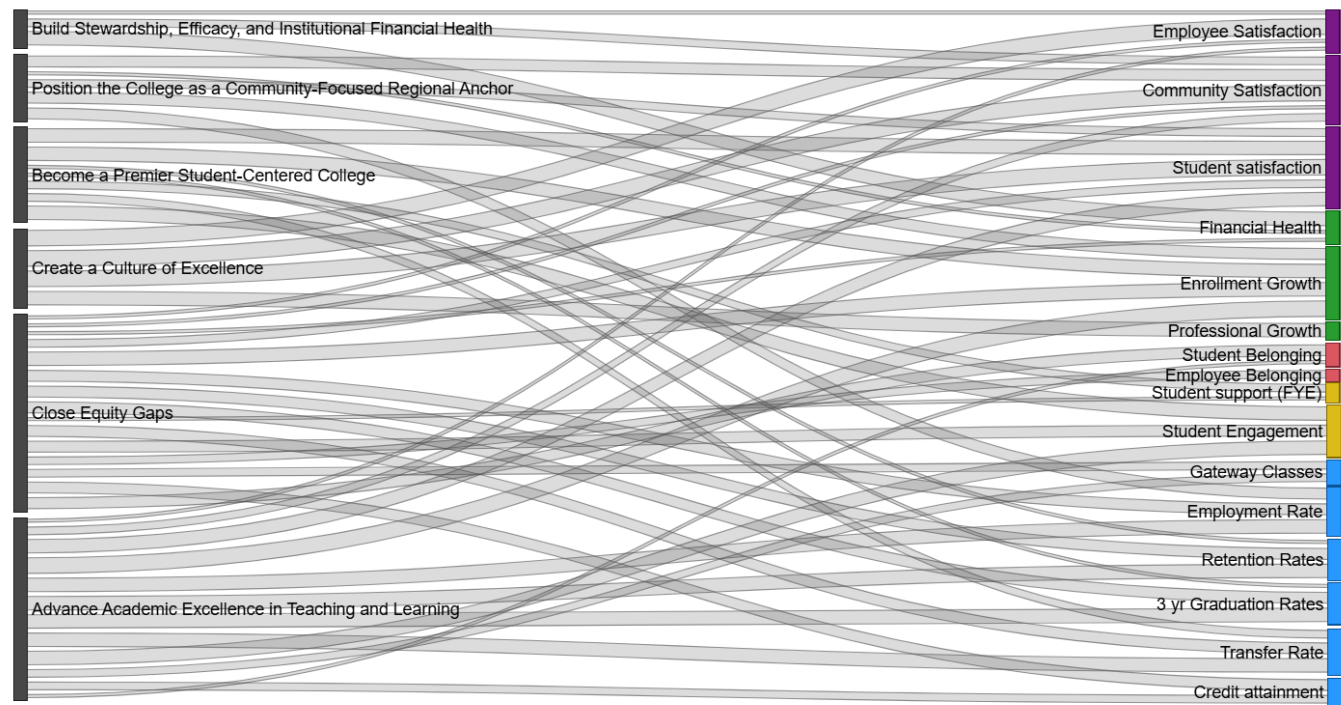
Notably, community satisfaction has only started be measured, leaving a gap in our understanding.

Taken together, the data underscores the need to prioritize improvements in climate and financial sustainability. At the same time, we must continue nurturing our strengths in learning, inclusiveness, and student-centered practices. These findings point to a clear need to holistically support both the students who learn here and those who make that learning possible.

The following pages contain the data tables that informed the Sankey analysis and the resulting Sankey flow chart as well as the comment-response table that informed the updates to this final document.

Strategic Plan Goal	Student satisfaction	Employee Satisfaction	Community Satisfaction	Financial Health	Professional Growth	Enrollment Growth	Student Belonging	Employee Belonging	Gateway Classes	Credit attainment	Retention Rates	3 yr Graduation Rates	Transfer Rate	Employment Rate	Student Engagement	Student support (FYE)
1.1	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1.2	☐	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1.3	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1.4	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2.1	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2.2	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2.3	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2.4	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2.5	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.1	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3.2	☒	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒
3.3	☒	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☒	☐	☒	☒
3.4	☒	☐	☐	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒	☐	☒	☒
4.1	☒	☐	☐	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒	☐	☒	☐
4.2	☒	☐	☒	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒	☒	☒	☐
4.3	☒	☐	☒	☐	☐	☒	☐	☐	☐	☐	☒	☐	☒	☒	☒	☐
4.4	☒	☒	☐	☐	☐	☒	☐	☐	☒	☒	☒	☐	☒	☒	☒	☐
4.5	☐	☐	☐	☐	☐	☒	☒	☐	☒	☒	☒	☐	☒	☒	☒	☐
5.1	☒	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒
5.2	☐	☐	☐	☐	☐	☒	☒	☒	☐	☒	☒	☐	☒	☒	☒	☐
5.3	☒	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐
5.4	☐	☐	☐	☐	☐	☒	☒	☐	☒	☒	☒	☐	☒	☒	☐	☐
6.1	☐	☐	☒	☐	☐	☒	☒	☐	☐	☒	☒	☐	☒	☒	☐	☐
6.2	☒	☐	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
6.3	☒	☐	☒	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐

Priority to KPI Flow Chart



KPI Comment-Response Table - shaded responses mean that changes were incorporated into the final document.

Date	Venue	Comment	Response
10/10/2025	IC mtg	The learning metrics do not focus on what I think is important to teach in Humanities. Whether or not students pass or we retain them does not evaluate whether or not they learn to become thoughtful, democratic citizens.	When we demonstrate student achievement of PLO's and SLO's (through artifacts) this may be a more accurate representation of what students have learned in your classes. Metrics to evaluate student achievement are typically based on the metrics we have utilized for mission fulfillment evaluation.
10/10/2025	IC mtg	Why is the benchmark static for several years of evaluation? For example, why continue to use one PACE score to evaluate several years of PACE survey data.	Benchmarks are established at the beginning of the Strategic Plan and then we evaluate ourselves against that benchmark for the remainder of that strategic plan.
10/10/2025	IC mtg	If we use PACE to evaluate mission fulfillment, will we start to score ourselves differently when we fill out the survey? How many questions are currently based upon PACE and in previous mission fulfillment documents, how many questions have been based upon PACE?	2020-2021 Core themes report indicators and the 2022 proposed indicators included 1 indicator based upon the PACE survey survey results (DEI used the mean employee response as a metric). Currently, 3 indicators (1b, 2a and 3b) incorporate responses from PACE question scores (6 questions averaged plus the overall mean). I think this is good because our previous indicators were primarily data-based (similar to current learning indicators) and/or metrics that cannot be benchmarked. In addition, mission fulfillment should be (at least partially) an assessment based upon how students and employees FEEL about how we are doing. Personally, I don't think we will score ourselves higher if we use these metrics to evaluate mission fulfillment. Campus employees respond pretty honestly and that will likely continue despite how the data will be used :)
10/17/2025	KPI training	CCSSE is old - how do students feel NOW?	WVC was due for the a student (CCSSE) survey in 2025, however, we needed to administer the PACE survey for the accreditation process. The next student survey will be administered in early 2026 and we may or may not have results in time to update the current mission fulfillment evaluation document.
10/17/2025	KPI training	Community involvement - could employee memberships be used to evaluate community involvement?	The intent of evaluating community involvement is more about community partnerships that influence student success. So while faculty involvement in the community (on Boards, certifications, etc) may tangentially help students it's not exactly the direct measurement we are trying to obtain.
10/17/2025	KPI training	There was a community involvement survey last year, will that data be used or somehow incorporated?	Yes, community survey data collected last year will be incorporated into the 7 year report, however, it will not be incorporated into the KPI mission fulfillment report. The dashboard format resulting from the current data collection will allow us to query and quantify elements to establish goals/benchmarks to evaluate future community involvement.
10/17/2025	KPI training	Are these goals realistic? Will all students ever be satisfied (KPI 1a)?	Good point, we will re-word the Goal to address this comment.
10/17/2025	KPI training	You need to re-word the indicators and goals for community if you are basing this on an internal survey	Yes, good feedback. Wording will be updated to reflect that evaluation is based upon an internal survey of community involvement.
10/17/2025	KPI Training	Please add "Grants" as a category to the community survey	Done
10/17/2025	KPI Training	Please talk to work force about their current Community and Local Needs survey	Done - this survey data will be incorporated into the 7 year report, however, it will not be incorporated into the KPI mission fulfillment report

10/17/2025	KPI training	Increased enrollment by 5% each year may not be a realistic goal.	Agreed, removed 5% and stated goal is to increase enrollment. In future evaluation cycles, we may need to pair the benchmark for enrollment growth with # of sections offered and/or headcount per section because if budget cuts result in faculty or section reductions, then a resulting reduction in sections offered could limit enrollment growth potential.
11/14/2025	KPI training	Why switch from the Core Themes to Values?	Core themes were an NWCCU recommended methodology to evaluate mission fulfillment. The Values were developed with WVC employee input and they cross-link to elements of the strategic plan.
11/14/2025	KPI training	Data only goes back to 2020 but comparison to pre-COVID times may be more insightful	This seven year self-evaluation cycle started in 2020 so that is why all data starts in 2020.
11/14/2025	KPI training	We should also evaluate our own changes in a longitudinal comparison not just to benchmarks or in a final snapshot.	Good idea - I will see if there is a way to add that longitudinal reflection to the report - at a minimum, we can include a narrative summary.
11/14/2025	KPI training	We should add turnover data not just survey data when we evaluate employee satisfaction under community	Yes, Employee retention (aka turnover) is one of the data sources for this indicator
11/14/2025	KPI training	Should we give a grade?	Responses were mixed, some like one simplified end score while others thought the single grade oversimplifies the detailed process.
11/17/2025	Mtg with A. Tudor	KPI 2a - are we doing zero based budgeting?	This indicator will be revised to self-reflect on compliance with NWCCU standards and/or reflect upon whether or not our budget, reserves, and audit processes are consistent with WVC policies.
11/17/2025	Mtg with A. Tudor	KPI 2c - enrollment numbers are only one way to assess growth - are we providing equal access geographically, specific programs, modality, etc.	The 24-25 scorecard did assess geographic access through an evaluation of enrollment distribution throughout different zip code areas within the service district. This was an interesting assessment and self-reflection attribute, however, difficult to benchmark so it was not included as an indicator to evaluate mission fulfillment.
11/17/2025	Mtg with A. Tudor	KPI 4a - How do you define Gateway courses?	Gateway courses can be defined in many ways. The intention here is to define gateway courses as the high enrollment courses taken early in college as described by Drew Koch's book Transforming the Gateway Experience: a call to action for community colleges. In this book, he describes how colleges must address inequities in gateway courses in order to improve student success. As such, we have moved this indicator from learning to evaluate inclusiveness with the intention to self-reflect on dis-aggregated data and equity in student success. See also definition in KPI 3c.
11/17/2025	Mtg with A. Tudor	KPI 4c - goal statement does not appear to match indicator	Correct - this will be updated
11/17/2025	Mtg with A. Tudor	KPI 4e what is the employment rate source of data? Should we use an indicator that is consistent with Guided pathways use of employment rate (language includes living wage) and transfer rate	Peer colleges (YVCC, BBCC, CBC, Peninsula) from SBCTC dashboard data.
11/17/2025	Mtg with A. Tudor	KPI 5b - this is important but I'm not sure the HIP practices is how we measure this indicator. This is faculty feedback and it is not benchmarked. Need to think about what we want to improve and how do we measure that?	Agreed. What we want to improve is addition of high impact practices to improve student support. WVC has implemented some student support measures so we will replace this HIP survey indicator with data to document improved student retention and GPA with support services.
11/17/2025	Mtg with A. Tudor	In general, the data used for these indicators might be heavy on surveys and light on student achievement data. Are these survey tools helping us identify areas of improvement?	Agreed. Dis-aggregated course success data in gateway courses will be added to evaluate inclusiveness. Student retention and GPA data will be added to evaluate student centeredness. Also, we will add student persistence data to the learning section (credit attainment 15, 30, 45) as that can also be compared to peers which establishes an external comparison benchmark.