



**2021-22 Core Theme Indicator and Mission Fulfillment
Report: Diversity & Cultural Enrichment**

WVC Board of Trustees

March 2023

Mission Fulfillment and Core Themes 2020-2021

These scorecards present data for indicators of mission fulfillment and core theme attainment compiled for the 2020-2021 academic year.

Mission

Wenatchee Valley College enriches North Central Washington by serving educational and cultural needs of communities and residents throughout the service area. The college is committed to diversity, equity and inclusion for all students and employees and provides high-quality transfer, liberal arts, professional/technical, basic skills and continuing education for students of diverse ethnic and economic backgrounds.

Core Themes

Educational Achievement

Students will achieve their goals for education and employment through preparation for successful transfer to the baccalaureate level, development of the professional/technical expertise for successful entry into the workforce, or proficiency in college readiness skills needed to pursue goals for further education and employment.

Support for Learning

WVC's non-instructional programs and services will support students' attainment of their educational goals and promote equitable access to the college's educational opportunities. Programs and services will be culturally and personally relevant to support exploration and growth as WVC affirms and respects diverse developing and achieved identities, goals, and viewpoints.

Responsiveness to Local Needs

WVC's degrees, programs, courses, and services will be responsive to local demand and community needs. WVC will actively seek community input through its foundations, advisory committees, and collaboration with external organizations.

Diversity and Cultural Enrichment

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.

Diversity & Cultural Enrichment Core Theme Indicators and Measures

Core Theme	Indicator	Measure
Diversity & Cultural Enrichment	5.1 Diverse students, staff and faculty feel welcome, included and are successful on WVC campuses.	Average response of the student climate assessment is a 3.5 or higher on a five-point scale. **
		Average responses of the faculty and staff climate assessment is a 3.5 or higher on a five-point scale. **
		Equity climate assessments completed every two years **
	5.2 Expansive culturally responsive pedagogy utilized at WVC.	Number of certified diversity courses
		Yearly training for faculty on culturally responsive pedagogy
	5.3 WVC continues to hire and retain ethnically and support culturally diverse staff and faculty.	Percentage of faculty of color.
		Percentage of staff of color.
		Percent of faculty and staff of color hired reflects the percent of the student population.

5.1 Diverse students, staff and faculty feel welcome, included and are successful on WVC campuses.

Measure 5.1.1: Average response of the student climate assessment is a 3.5 or higher on a five-point scale.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Goal	3.75	3.75	3.75	3.75	3.76
Student Climate	3.71	3.64		3.42	3.48
Fulfillment Level	3.50	3.50	3.50	3.50	3.50

WVC Goal: Average survey response of 3.75 on 5-point survey

WVC Mission Fulfillment Level: Average survey response of 3.50 on 5-point survey

Source: Results from WVC student surveys, CCSSE

Measure 5.1.2: Average responses of the faculty and staff climate assessment is a 3.5 or higher on a five-point scale.

	2017-18	2018-19	219-20	2020-21	2021-22
Goal				4.00	4.00
Staff & Faculty Climate				3.51	
Fulfillment Level				3.50	3.50

WVC Goal: Average survey response of 4.00 on 5-point survey

WVC Mission Fulfillment Level: Average survey response of 3.50 on 5-point survey

Source: WVC Climate Surveys, PACE

Measure 5.1.3: Equity climate assessments completed every two years.

	2016-17	2017-18	2018-19	219-20	2020-21	2021-22
Goal					Yes	Yes
Equity Climate					No	In Progress
Fulfillment Level					Yes	Yes

WVC Goal: Yes

WVC Mission Fulfillment Level: Yes

Source: WVC Climate Surveys, PACE

Discussion:

The intent of this indicator is to measure the degree to which WVC students, staff and faculty find the WVC learning and working climate contributes to meeting their personal and professional goals. WVC attempts to complete a student survey on a regular three-year cycle. The student survey in 2021-22 was a nationally normed survey called the Community College

Survey of Student Engagement (CCSSE). The goal for faculty and staff climate studies is to collect data every other year. The PACE survey was administered in spring of 2020 and 2022, but the results were analyzed and reported in the following year. So, for this report, there are no results for Indicator 5.1.2.

The 2022 CCSSE suffered from several unique challenges. WVC was still amid the pandemic, with most courses taking place remotely. This meant that the survey had to be administered remotely. Also, it made providing tracking completions and tying the sample to actual courses, as would normally be done almost instantly, a complicated process. Further, students going through the pandemic were being asked to complete a large number of surveys, as this was often one of the few ways to monitor students and their needs. This contributed to only a little more than half the desired completed surveys, with 259 respondents. So, there is a very large margin of error in the results from the survey.

That being said, those who completed the survey were compared to the students attending spring quarter. It was found that the students who completed the survey generally reflected the student body, excepting for an oversample of men over females.

The CCSSE has three major sections that focus on the student experience and student satisfaction. The average of the responses for these sections was 3.48 on a five-point scale. In other words, student generally felt that their experience was favorable and was a slight improvement from similar questions asked in the 2021 Spring Student Survey. This is not as high as pre-pandemic surveys but shows that students continue to favor their WVC experience. The CCSSE asks students at the end of the survey to rate their overall experience at WVC. The average score for this was 4.07 on the five-point scale. Usually, in this type of survey, any score of 4.0 or higher shows a very high degree of approval.

While the small number of completions prevented a deep dive into any student gaps in their experience, there was enough to look at top level differences. The biggest difference was that men tended to rate their experience lower than females. Also, students aged 25-29 years were more likely to rate their college experience lower. The number of completers only allowed a top-level aggregated comparison of students of color and white students. There were no significant differences at that level. However, Native American and Black students' responses, remembering that their numbers in the survey were very small, tended to hint their experience was not that of Latinx or White students. Care should be taken in future surveys to sample and get completed surveys from a larger number of these students.

While WVC conducted the PACE survey with faculty and staff, like the survey conducted in spring of 2020, analysis is still ongoing. So, results will be provided in the 2022-23 report. However, preliminary work on the results notes that there were significantly fewer respondents this time and that those respondents tended, at least in the rating questions, to be very similar to those collected previously. However, the verbal questions are showing continued discomfort by some faculty and staff with the current college climate. It should be noted too that this version of the PACE survey included a diversity and equity section. These data should provide further depth of understanding on how diverse, inclusive, and equitable WVC is for faculty and staff.

Results for the WVC 2022 CCSSE can be found on the college's Mission web page at:
<https://www.wvc.edu/about/mission.html> .

WVC is currently in the process of undergoing a full diversity, equity and inclusion student audit by Northwest Education, an outside group hired to provide data to the college and to fulfill a legislative mandate to complete an audit every two years. There has been a preliminary report provided to the college and the final report is pending.

Also, WVC will be conducting a comprehensive student survey in spring of 2023, that will include a diversity and equity climate section for students.

5.2 Expansive culturally responsive pedagogy utilized at WVC.

Measure 5.2.1: Number of certified diversity courses

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Goal	26	29	32	35	35
Diversity Courses	24	27	32	32	35
Fulfillment Level	23	26	29	32	32

WVC Goal: To increase the number of courses by 3 per year

WVC Mission Fulfillment Level: 3 courses fewer than the goal

Source: Associate Dean of Campus Life, Equity & Inclusion course tracking.

Measure 5.2.2: Number of yearly trainings for faculty on culturally responsive pedagogy

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Goal				4	4
Faculty Training				2	2
Fulfillment Level				2	2

WVC Goal: Four trainings per year.

WVC Mission Fulfillment Level: Two trainings per year.

Source: Associate Dean of Campus Life, Equity & Inclusion training tracking.

Discussion:

WVC increased the number of college certified equity courses in 2022 to 35 courses. To be counted, courses need to meet certain minimum requirements in content and pedagogy. Feedback that has been received from students through surveys and small group discussions has been very positive about these courses, with students feeling that they provide needed information and training on issues of race and diversity that has contributed to a better understanding for all students. In the 2019 Year Seven Evaluation, done by the Northwest Commission on Colleges and Universities (NWCCU), a note was made specifically on these courses and the evaluators belief that students saw them contributing to an inclusive culture at WVC.

The diversity course list, with a description of the standard and requirement for course and students to count towards graduation can be found at:

<https://www.wvc.edu/students/support/diversity/graduation-diversity-requirement.html>

Since the start of 2020, WVC has tried to provide support for faculty professional development in culturally responsive pedagogy. This became even more important during the pandemic, as it was noted that many of the most vulnerable students, those who were first-generation college students, student of color, or students from lower socioeconomic backgrounds were struggling in an all-remote learning environment. In 2021-22 trainings were provided to faculty during

college Dean's Day activities. While the college has yet to fully quantify the impact of these trainings, many faculty have, in conversation with the Assessment Coordinators, Deans, Vice President for Instruction and in other meetings, expressed appreciation for this training and a desire to have more training.

5.3 WVC continues to hire and retain ethnically and support culturally diverse staff and faculty.

Measure 5.3.1: Percentage of faculty of color.

	2017-2018	2018-2019	219-2020	2020-2021	2021-2022
Goal	32.0%	32.0%	32.0%	32.0%	32.0%
Faculty of Color	16.5%	16.6%	16.5%	16.3%	16.1%
Fulfillment Level	25.0%	25.0%	25.0%	25.0%	25.0%

WVC Goal: Match community population of color.

WVC Mission Fulfillment Level: 25% of all full-time faculty being faculty of color.

Source: WVC DataLink data from ctcLink.

Measure 5.3.2: Percentage of staff of color.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Goal	32.0%	32.0%	32.0%	32.0%	32.0%
Staff of Color	23.1%	27.3%	28.3%	29.9%	32.4%
Fulfillment Level	25.0%	25.0%	25.0%	25.0%	25.0%

WVC Goal: Match community population of color.

WVC Mission Fulfillment Level: 25% of all full-time faculty being faculty of color.

Source: WVC DataLink data from ctcLink.

Measure 5.3.3: Percent of faculty and staff of color hired reflects the percent of the student population.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Goal	51.9%	52.8%	54.8%	52.7%	52.8%
Of Color Hired				38%	43%
Students of Color	51.9%	52.8%	54.8%	52.7%	52.8%

WVC Goal: Match percent of WVC students of color

WVC Mission Fulfillment Level: Match percent of WVC students of color

Source: WVC HR Department data; WVC DataLink Student data.

Discussion:

WVC has long known that its makeup of faculty, staff and administrator does not adequately represent the ethnic and racial background of its students and district. It has been a goal of the college to improve the diversity of its faculty and staff, eventually matching the 36% of color makeup of Chelan, Davis, and Okanogan Counties.

As has been discussed often in other reports and discussions at the college, WVC struggles in diversifying its faculty. As you can see in Indicator 5.3.1, WVC’s faculty makeup has not really changed much over the last five years. It continues to be made up of approximately 16% faculty of color. The difficulties the college faces are well known. Tenure and slow turnover makes change in faculty numbers a slow process. Also, attracting qualified faculty to a small rural college is difficult. As will be discussed in the Responsiveness to Local Needs Core Theme Report, retention for faculty and staff of color continues to be difficult also.

The college has attempted to broaden where it tries to recruit faculty in an attempt to reach a broader range of candidates. Also, the college has implemented a process where temporary and adjunct faculty can be selected for tenure track based on background, training, and their proficiency in teaching while at WVC. It should be noted that the high cost of living in the district has made hiring faculty and staff of color difficult. The district is often too expensive for unestablished candidates who come from modest socioeconomic backgrounds.

While changing the makeup of faculty at the college is a struggle, the college is seeing marked improvement in hiring staff of color. In 2021-22, WVC improved its makeup of staff of color by 3.2%. In general, the improvement last year in hiring staff and faculty of color came from staff hires.

		African American	Asian/Pacific Islander	Latinx	Native American	White
Staff	2016-17	0.70%	2.80%	18.10%	0.70%	77.80%
	2018-19	1.30%	2.60%	22.10%	1.30%	72.70%
	2019-20	0.70%	2.80%	24.10%	0.70%	71.70%
	2020-21	0.90%	3.40%	24.80%	0.90%	70.10%
	2021-22	0.69%	2.07%	27.59%	2.07%	67.59%
Faculty	2017-18	1.30%	5.00%	10.00%	1.30%	82.50%
	2018-19	1.20%	7.00%	9.30%	1.20%	81.40%
	2019-20	1.10%	5.40%	8.70%	1.10%	83.70%
	2020-21	1.10%	5.50%	8.80%	1.10%	83.50%
	2021-22	1.04%	5.21%	8.33%	1.04%	81.25%

The table above clearly shows the makeup of staff and faculty over the past five years. Latinx staff has seen the largest growth over the last five years, increasing 9%. At the same time, faculty numbers have remained mostly stable.

A few quick notes should be made in conclusion of Indicator 5.3. First, faculty numbers are relatively small at WVC. We are a small rural college. Small changes in both staff and faculty can seem to have a larger impact than is really the case. Also, note that the change in data system to ctcLink has made tracking faculty diversity a challenge in 2021-22. Existing faculty and staff have been encouraged to enter their demographic data into the new system, but many faculty and staff who were employed prior to the change have chosen not to do so. These reports reflect the data the college had in 2021-22, the first full year of ctcLink. Already in the 2022-23

academic year the college has seen improvement in the quality of data provided by faculty and staff.