Walla Walla Community College

Walla Walla, Washington

Ad Hoc Report

Progress on Recommendations Received from October 2012 Year Three Resources and Capacity Peer-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

March 3, 2014

Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

www.wwcc.edu

509.527.4290

Table of Contents

Introduction

In August 2012, Walla Walla Community College submitted its Year Three Accreditation Report to the Northwest Commission on Colleges and Universities. The Year Three Accreditation visit occurred on October 2012, with a team of five peer evaluators from institutions of higher education in three different states. The on-site evaluation resulted in two recommendations. In early December 2012, Dr. Steven VanAusdle, President of WWCC, Vice President of Instruction, Dr. Marleen Ramsey, and Director of Planning, Research, and Assessment, Dr. Nick Velluzzi participated in a telephone conference with Dr. Jeff Fox, chair of the visiting review team and a NWCCU commissioner to discuss the recommendations. In February 2013, WWCC received a letter from the NWCCU indicating that the college's accreditation had been reaffirmed on the basis of the fall 2012, Year Three Resources and Capacity Evaluation, however, the Commission had added a third recommendation.

In a letter dated February 5, 2013, the Commission requested that WWCC address progress on Recommendations 1, 2, and 3 of the fall 2012 Year Three Resources and Capacity Peer-Evaluation Report in an Ad Hoc Report in the spring 2014. This report would not require an additional on-site visit. The Commission's letter also indicated that WWCC was "substantially in compliance with Commission criteria for accreditation, but in need of improvement" with respect to Recommendations 1 and 2. However, the Commission had determined that "Recommendation 3 was an area where the College did not meet the Commission's criteria for accreditation." The letter further stated that WWCC was required to take "appropriate action to ensure that Recommendation 3 was addressed and resolved within the prescribed two-year period."

This Ad Hoc Report will provide a brief overview of changes at WWCC since the Year Three Self-Evaluation site visit as well as discuss the action taken and progress made by WWCC to address the Commission's concern regarding all three recommendations.

Walla Walla Community College

Brief Update on WWCC's Restructuring Changes since the 2012, Year Three Self-Evaluation Report

Over the past year Walla Walla Community College (WWCC) experienced a significant number of retirements with twenty-four faculty, staff, and administrative personnel retiring in June, 2013. The retirements include three individuals holding key administrative positions: Dr. Mindy Nelson, Vice President of Instruction, Workforce Education; James Peterson, Vice President of Administrative Services; and Sandi Madsen, Director of Extended and Distance Learning. With the departure of these individuals, who together had nearly a hundred years of institutional experience and memory, the opportunity arose to evaluate the organization and restructure leadership to align with the changing needs of the institution.

Since 1998, WWCC has had a dual instructional leadership structure with two Vice Presidents of Instruction: Academic Education and Workforce Training. With the retirement of Dr. Mindy Nelson, the instructional leadership structure was reorganized to include one Vice President of Instruction and Chief Instructional Officer, supported by the establishment of several new dean positions to oversee all instructional areas. Dr. Marleen Ramsey, who held the position of Vice President of Instruction, Academic Education, from 2010-2013 was appointed to Vice President of Instruction, Chief Instructional Officer. Dr. Ramsey has had a long tenure at WWCC, having served in a number of different departmental areas including Student Services, Academic Education as a tenured faculty member of the Social Science Division, and Director of Transitional Studies, before assuming the role as Vice President of Instruction, Academic Education in 2010.

Prior to restructuring the instructional leadership, WWCC did not have a dean structure. There are now six deans in the new structure. These include a Dean of Academic Education, to oversee the arts, sciences, and transfer divisions, and a Dean of Transitional Studies, to oversee basic skills, High School-21, GED, ESL, pre-college, I-BEST, and occupational support programs. In consideration of the large number and complexity of the workforce education programs at WWCC, four dean positions were established. These include a Dean of Workforce Education, the Trades; Dean of Business, Entrepreneurship, and Extended Learning; Dean of Agriculture, Energy Systems, and Water; and, Dean of Health Sciences and Nursing. The new structure has been very successful in "de-siloing" workforce education programs as well as encouraging partnerships and collaborations across all disciplinary and program areas. It has also created an environment of clearer communication among all three major instructional areas, Academic, Transitional Studies, and Workforce Education and decreased a sense of competitiveness for resources.

James Peterson, Vice President of Administrative Services, has been at WWCC over 40 years and has served in a variety of leadership areas including workforce programs, capital projects, enrollment and coding, facilities, and maintenance. The retirement of an individual having this level of breadth and depth of institutional memory can cause potential destabilization of services. In order to mitigate this dramatic change, a succession plan was implemented allowing a significant period of over-lap for mentoring and learning to maintain high quality of services.

The responsibilities pertaining to Mr. Peterson's position have been dispersed between two departments. The responsibilities around enrollment and Student Management System (SMS) data reports now reside in the Department of Planning, Research, and Assessment. Davina Fogg, Vice President of Financial Services took on the oversight of Capital Projects, Facilities, and Maintenance. In August 2013, a Director of Facilities and Capital Projects was hired to manage the operations of all three critical areas.

The Extended Learning Department was downsized extensively during the severe state-wide budgetary cuts that began with the recession in 2008. With the retirement of Ms. Sandi Madsen, Director of Extended Learning and eLearning in June 2013, these programs have come under the supervision of the new Dean of Business, Entrepreneurship, and Extended Learning. Relocating those programs under a new dean has created the space and time for the College to reevaluate the structure and operations of this department, as well as its overall mission and vision. Subsequently, a new commitment has emerged to growing Extended Learning, eLearning, and Entrepreneurial programs. New offerings implemented in the past year include "Community Kitchen" with the Culinary Arts Department, an Entrepreneurial Speaker Series, which brings individuals who have been successful in starting and growing new businesses to share their knowledge and experiences, GroBiz, a program to incubate micro businesses, and STEM-focused learning opportunities within the Kids College summer program.

As part of a statewide initiative in 2013, the transition from ANGEL learning management system (LMS) to CANVAS was undertaken. This is the third LMS migration that the College has undergone since eLearning became a part of the Distance Learning delivery model. The transition from Blackboard to ANGEL took place with little duress because at that time there were only a small number of full-time faculty teaching hybrid, fully online courses, or using enhanced online classrooms. However, transitioning to CANVAS has required greater planning time, organization, and support the adoption. To support the transition from one LMS to another, a new position was created at WWCC that combined distance learning and CANVAS administration and support. This has been a strategic move to ensure professional development and support for faculty as well as a smooth, college-wide (all campuses and instructional programs) adoption of CANVAS as the College's new LMS. A few pilot courses were moved to CANVAS during the spring of 2013, with all instruction fully integrated in Summer Quarter 2013.

WWCC was the recipient of a Title III Grant in 2010. One of the primary initiatives in the Title III grant was to create a planning and assessment office to oversee the strategic planning and assessment processes at the College. In July 2011, a Director of Planning and Assessment position was created and an individual hired. In December, 2012, the institutional researcher left the college for leadership opportunities in another state community college system. With the researcher's departure, WWCC restructured the Planning and Assessment department to include research. In April 2013, a research analyst was hired, and in July of that year an administrative specialist working under the Vice President of Administrative Services was moved into the Department of Planning, Research, and Assessment. That position supports assessment, reporting College data to the State Board of Community and Technical Colleges (SBCTC), and oversees the maintenance of the Online Catalog Administrator (OCA) by ensuring updates to student learning outcomes in the master course outlines are complete and correct.

In 2013, WWCC became one of nineteen Washington State colleges participating in Achieving the Dream (ATD), a national organization focused on the proliferation and adoption of student success-centered framework that emphasizes degree attainment and increasing success for low-income, first-generation, and students of color. This initiative has impacted the research capacity of the institution by supporting evidence-based decision making across the college. WWCC's Achieving the Dream Initiative is co-led by two tenured faculty members. Each faculty member was given 1/3 release time from their teaching responsibilities to facilitate this work. A key component of Achieving the Dream at WWCC is to foster a student-centered learning environment and a culture of continuous improvement throughout the entire college. The ATD organization provides each college with a Data Coach and a College Coach to guide and support the transformational work institutions undertake to further the mission of enhancing student success. Achieving the Dream was rolled out to all faculty and staff during the Fall 2013 In-service. Both coaches participated in the Fall In-service and have made intermittent follow-up trips during the 2013-14 academic year.

<p align="center">**Progress on Recommendations from Year Three Evaluation**</p>

<p align="center">**<u>Recommendation 1</u>**</p>

"Walla Walla Community College defined mission fulfillment in the context of its purpose, characteristics, and expectations; however, the evaluation committee found no evidence that the College was guided by that definition in articulating institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment" (Standard 1.A.2).

After reviewing the recommendations received on the Year Three Peer-Evaluation Report, WWCC recognized the need to revisit its vision and mission statement and to study how the mission guides and directs the College's accomplishments and outcomes. In conjunction with this past year's focus on strategic planning, the College also concentrated on reviewing and revising its vision and mission statement.

In the fall of 2012, an executive strategic planning committee was organized to initiate the strategic planning process. The committee was comprised of the President, Vice President of Administrative Services, a tenured faculty member, and the Director of Planning, Research, and Assessment. The committee met on a regular basis throughout the fall and winter months reviewing the College's vision statement, mission statement, core themes, and objectives. Strategic planning meetings were also set up with targeted groups within each departmental area of WWCC, including instruction, student services, facilities, IT, business services, library, and with key administrators, staff, and faculty at Clarkston Center and Corrections Education Center.

The planning process continued through the summer of 2013, which included meetings with staff and faculty at the Walla Walla Campus, Clarkston Campus, and educational programs at Washington State Penitentiary and Coyote Ridge Correctional Center. During the fall quarter of 2013, four different planning sessions were held with community and industry partners in the Walla Walla service district as well as in Clarkston. Planning sessions were also held with students on both campuses. Students involved in these planning sessions included Associated Student Body (ASB) student leaders on both campuses, and student representatives from academic transfer, Transitional Studies, and workforce training programs. Throughout the entire year and a half, the committee regularly updated and discussed the strategic planning progress with College Council and with the Board of Trustees.

In December 2013, the Director of Planning, Research, and Assessment and chair of the strategic planning committee brought the initial draft revisions of WWCC's vision and mission statements, and planning assumptions for review. In January 2014, the vision and mission statement were again reviewed and discussed and at the February 19, 2014 Board of Trustees meeting, the Board approved the strategic plan and the revised mission and vision statements. They are as follows:

Vision Statement

Walla Walla Community College will be the catalyst that transforms our students' lives and the communities we serve.

Mission Statement

Walla Walla Community College inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services.

In order for WWCC to demonstrate that mission fulfillment was communicated with clarity and transparency, it was crucial to accelerate progression towards a college culture that used evidence to guide decisions supporting success and attainment for all students. While the College collected a great deal of data (i.e., enrollment, student demographics, retention and completion, graduation, and transfer), not all areas were analyzed for trends. Nor was the data used campus-wide to inform decision-making. In December 2012, an Achieving the Dream (ATD) application was submitted with the goal of having ATD's coaches guide and mentor the use of data in identifying the most vulnerable students. With increased awareness, access, and transparency of data, the College could then develop and provide equitable learning opportunities and services for the neediest students. In February 2013, a letter was received confirming that WWCC had been accepted in Achieving the Dream (ATD).

Since June 2013, a core leadership team co-led by two tenured faculty, has been working on the ATD self-study of WWCC's college-wide policies, procedures, and practices and their impact on students. This study, combined with additional quantitative and qualitative data analysis, provides the basis for formulating key initiatives to support student success, in light of our vision and mission. With support of the Achieving the Dream initiative, one of our overarching goals is to undergo an institutional transformation that entails the systematic use of qualitative and quantitative data to inform the decision-making processes throughout the entire college in order to enhance student success.

Significant progress has been made towards articulating institutional accomplishment or outcomes reflecting mission fulfillment. As part of the Achieving the Dream work, a data team was established of key staff and faculty from different departments. The ATD data team has been meeting every other week since August 2013. The Planning and Research page was created as a link on the WWCC's website and this has allowed greater access and transparency to data information. Institutional data including assessments and outcomes from across the campus, IPEDS data, college plans (i.e., strategic plan, facility master plan, etc.), and dashboards are accessible on the Planning and Research page (http://www.wwcc.edu/CMS/index.php?id=3907). The president also presents annually a Student Success report to the Board of Trustees summarizing student success, achievement, and mission fulfillment (**see Appendix A**).

In 2011, WWCC was one of four community college finalists chosen as a college of distinction by the Aspen Institute. In March 2013, the Aspen Institute announced Walla Walla Community College as a co-winner of the notable Aspen Prize for Community College Excellence. This national recognition was based upon Aspen's four criteria distinguishing exceptional community colleges. They include:

    a. **<u>Completions and transfer to four-year colleges</u>** - WWCC has a 54% completion to degree rate compared to the national average of 25% for community colleges.

b. **<u>Outcomes</u>** – WWCC measures student learning outcomes at the course, program, and degree level, which has improved the quality of the learning environment across disciplines and programs (i.e., WWCC has the third largest nursing program in Washington's CTC system. In 2011-12, WWCC's RN graduates averaged a 96.5% pass rate on licensure exams, which is higher than students from other large CTC nursing programs and two state research universities).

c. **<u>Equity</u>** – Over 650 displaced adult workers retrain annually at WWCC with greater than 70% re-employment. Nineteen percent of WWCC students are of Hispanic descent. Hispanic females graduate at nearly the same rate as white female and male students. With support of ATD, WWCC is identifying interventions designed to address the attainment gap for male Hispanic students.

d. **<u>Post-graduation success and employment after graduation</u>** – WWCC graduates earned more than twice the wages of other new hires in the College's service district (2010 Washington State Wage Records show WWCC students at $54.756 compared to $20,904).

WWCC has made significant progress, yet continues to work on developing a systematic evidence based infrastructure to clearly articulate institutional accomplishments and outcomes that reflect mission fulfillment. The results of this work will be in place and more clearly discernible at the time of the Seven Year Evaluation visit.

Recommendation 2

"The College made significant progress in establishing objectives for each of its core themes and is near completion of this project. The committee recommends that the institution complete the process of identifying meaningful, assessable, and verifiable indicators of achievement to form the basis for evaluating accomplishment of the core theme objectives" (Standard 1.B.2).

As was indicated earlier in the report, WWCC spent the past 18 months working on its strategic plan, reviewing its vision and mission, and revising core themes, objectives, and indicators. Special focus on core themes, objectives, and indicators began in fall 2013. Each of the core themes was reviewed and analyzed based upon the peer evaluators' recommendation that the indicators were not clearly measurable. This evaluation and revision work began first in the executive strategic planning committee and then was taken to smaller study groups as part of the strategic planning process. As a result of this study and analysis, the core themes, objectives, and indicators have undergone significant review and revision.

The strategic planning and study groups found that core theme two, "Encourage Innovative and Diverse Learning Opportunities" included indicators that were determined to overlap with indicators of core theme one, "Promote Student Success and Achievement." After considerable discussion and dialogue the consensus emerged to delete "Encourage Innovative and Diverse Learning Opportunities" and add the core theme, "Resource Stewardship." Resource stewardship is a strong value at WWCC reflected in the college's commitments to maintain financial adequacy and enhance funding in the current budget climate, and environmental sustainability as it pertains to carbon emissions, energy, and innovative practices that reduce paper consumption and increase organizational efficiencies.

The "Strengthen Community" core theme has also undergone major changes. The strategic planning and study groups realized that this core theme actually had two significant components: an internal community and external community. As indicators were identified it was determined that it would be important to clearly distinguish these two components, something that was not clearly done in the Year Three report.

The opportunity of identifying and re-evaluating WWCC's core themes, which was first reported in Standard One, has been a work in progress. Significant progress has been made since the College first began the work of identifying core themes in 2010. The core themes articulated in chapter one were reviewed and revised for the Year Three Self-Evaluation report. The recommendation received in the Year Three team evaluation to "complete the process of identifying meaningful, assessable, and verifiable indicators of achievement to form the basis for evaluating accomplishment" has provided the College yet another opportunity to engage the college community in examining the institution's vision, mission, and values, and how mission fulfillment is being accomplished in a meaningful and relevant way. In addition to the data required to quantify and qualify mission fulfillment, discussions also involved faculty and staff thinking about how they contribute to the mission and student success through their work. Significant work and progress has been made and will be clearly discernible in WWCC's Year Seven Evaluation Report.

In Table 1 the core themes, objectives, and indicators that were developed in WWCC's Year Three Self-Evaluation are compared to Year Five revised core themes, objectives, and indicators.

Table 1

YEAR THREE	YEAR FIVE REVISED
Core Theme One **Promote Student Success and Achievement**	**Core Theme One** **Student Success**
Objective One – Academic Education: Prepare students for baccalaureate education **Indicators:** • Continual improvement of students demonstrating communication, critical analysis, diversity, digital information and technology competencies when assessed on AA/AS degree learning outcomes, using FY 2011-12 as baseline data. • Continual improvement of students indicating satisfaction with instruction on student evaluations, using FY 2010 as baseline data • Continual increase in the number of full-time faculty participating in professional development opportunities in discipline-specific areas, pedagogy, and multi-media delivery systems, using FY 2010-11 as baseline data • Ongoing evaluation and assessment of hybrid and online courses by the instructional designer and with support of T3 (Title III) Academy course innovation grants • Continual improvement on retention and completion rates for transfer students, using FY 2010-11 baseline data • Continual improvement of the number of students completing baccalaureate degrees upon graduating from WWCC as indicated currently by National Student Clearinghouse and MRTE database	Objective One – Academic Education: Prepare students for baccalaureate education **Indicators:** • Enrollment • Participation Rate (rate per 1,000 ages 18-64) • Retention • Student Achievement Points • Attainment • Transfer to baccalaureate institutions
Objective Two – Workforce Education: Prepare students to enter and advance in middle and high skill employment **Indicators:** • Continual improvement of workforce students meeting hands-on evaluation of industry skill standards, where applicable, using FY 2010-11 baseline data. • Continual increase of workforce students meeting license or certification requirements, where applicable, using FY 2010-11 as baseline data. • 100% of workforce programs have advisory committees that meet on a scheduled basis to review curriculum and give recommendations regarding changes in industry requirements. • 100% of workforce education curriculum is developed by DACUMS and recognized industry standards. Associated accrediting include entities such as ASE, WABO, and NATEF. • 100% accredited workforce education programs are reviewed and assessed by third party industry associations. • Continual improvement of employers' satisfaction with workforce completers indicated in annual employers' surveys, using FY 2010-11 baseline data.	Objective Two – Workforce Education: Prepare students to enter and advance in middle and high skill employment **Indicators:** • Enrollment • Participation Rate (rate per 1,000 ages 18-64) • Retention • Attainment • Labor market outcomes, i.e. employment, and earnings • Student Achievement Points

• Continual improvement of graduation rates of workforce students enrolled in degree or 1+ year certificate programs, using FY 2010-11 baseline data. • Continual improvement of workforce degree completers employed in their field of training and/or continuing their education, using FY 2010-11 baseline data.	
Objective Three – Transitional Studies: Prepare students to master academic or technical skills required to further their education or secure family wage employment. **Indicators:** • Continual improvement of level gains made by basic skills students that CASA post-assess, using FY 2010-11 baseline data. • Continual increase of basic skills students indicating satisfaction of instruction on student course evaluations, using FY 2010-11 baseline data. • Continual improvement in the number of federally reportable basic skills students, using 2010-11 baseline data. • Continual improvement of retention and level completion rates, using FY 2010-11 baseline WABERS data. • Continual improvement of GED completion rates, using FY 2010-11 baseline data. • Continual improvement of ESL students transitioning to basic skills, pre-college, and college-level courses, using FY 2010-11 baseline data. • Continual improvement in basic skills students transitioning to pre-college and college courses as established on FY 2010-11 baseline data.	Objective Three – Transitional Studies: Prepare students to master academic or technical skills required to further their education or secure family wage employment **Indicators:** • Enrollment • Participation Rate (rate per 1,000 ages 18-64) • Rate of progression from adult basic education and developmental math, and successful completion of college-level math • Rate of progression from adult basic education and developmental writing to successful completion of college-level writing • Placement, retention, and completion of post-secondary education programs (Transfer and Workforce Education) • Integration of instruction and occupational skill training • Student Achievement Points
Objective Four – Extended Learning: Encourage and support life-long learning **Indicators:** • Continual improvement of Quest students returning for additional courses as established on 2010-11 baseline data. • Continual improvement of Lifelong Learning students returning for additional courses, as established on FY 2010-11 baseline data. • Continual improvement of Kid's College students returning for additional sessions, using FY 2010-11 baseline data. • Continual improvement of extended learning students' satisfaction of instruction on course evaluations, using FY 2010-11 baseline data.	(No Objective Four)
Core Theme Two **Strengthen Community**	**Core Theme Two** **Strengthen Community**
Objective One – WWCC is responsive, adaptive, and relevant to the changing needs of the community **Indicators:** • Demonstrate regional economic impact analysis of high-demand programs. • Continual increase of student enrollment and completion rates in high demand programs that support economic and environmental sustainability, using FY 2010-11 baseline data. • Continual adoption of "green practices" as documented by the Sustainability Committee, using FY 2010-11 baseline data.	2.a – Strengthen Internal Community Objective One – Attract and retain talent **Indicators:** • Turnover rate • Provide competitive compensation • Increase FT/PT faculty ratio • Employee engagement • Improve "Wellness" • Invest in professional development • Invest in leadership development

• At least one event that promotes environmentally responsible and sustainable practice occurs each academic quarter. • WWCC will utilize the Sustainability Tracking, Assessment, and Rating System (STARS) as a measurement tool to assess the college's sustainability plan. Tracking will show continual improvement using FY 2010-11 baseline data. • Continual increase of high return, high demand workforce certificates and degrees awarded, using 2010-11 baseline data. • Continual increase of economic development funds leveraged by Innovation Partnership Zone (IPZ), using 2010-11 baseline data. • Demonstrate the socio-economic impact of WWCC, using FY 2010-11 baseline data.	
Objective Two – Improve access to opportunities in higher education **Indicators:** • Continual increase in fundraising and gift giving, using 2010-11 baseline year. • Continual increase of the number, percentage, and amount of scholarship and grant award opportunities, using FY 2010-11 as baseline data. • Continual increase of retention and completion rates of non-traditional, at-risk, and first generation students, using FY 2010-11 as baseline data. • Continual improvement of extended learning students' satisfaction of instruction on course evaluations, using FY 2010-11 as baseline data.	2.b – Strengthen External Community Objective One – Contribute to the economic development of the region, state, and country **Indicators:** • Maintain Walla Walla Innovation Partnership Zone designation and leadership role • Short-term and incumbent worker training • Applied regional economic research (economic impact analysis, industry cluster analysis, labor market studies, skills gap analysis, attainment gap analysis) • Align programs with high demand occupations and industries
Objective Three – Create and establish collaboration and productive community relationships **Indicators:** • Continual increase of WWCC staff and faculty serving on non-profit and service-related community program boards and projects, using 2010-11 baseline data. • Continual increase in the scope and breadth of articulation agreements with regional colleges and universities, using 2010-11 baseline data. • Continual increase in collaborations and partnerships with K-12 districts in WWCC's service area, using 2010-11 baseline data. • Continual increase of college resources (e.g., facilities, expertise, and services), using FY 2010-11 baseline data.	Objective Two – Establish and maintain partnerships that support a healthy economy and environment **Indicators:** • Non-credit course offerings (Extended Learning, Quest, Community Education, Kid's College) • Support organizations co-located on WWCC campus • Establish strategic partnerships that facilitate student success (i.e., new program development and student placement)
Core Theme Three **Encourage Innovative and Diverse Learning Opportunities**	**Core Theme Three** **Resource Stewardship**
Objective One – Provide diverse and experiential learning opportunities. **Indicators:** • Continual increase in the number of graduates with A.A./A.S./A.A.A.S. degrees successfully completing two or more courses that involve experiential learning, using FY 2010-11 baseline data. • 100% of graduating academic transfer students will complete at least one "D" designated diversity course. • Continual increase in number of courses designated as a "D" diversity course by 2015, using FY 2010-11 baseline data.	Objective One – Secure necessary resources **Indicators:** • Optimize (secure and strategically allocate) state-based resources to support mission fulfillment • Diversify financial support beyond state allocation and tuition revenue - Increase share of grants and contracts (state, federal, private, and industry) - Increase Foundation support of student success

• At least two events occur each academic quarter to raise awareness of diversity.	
Objective Two – Provide courses and trainings using cutting-edge and innovative delivery modes **Indicators:** • Continual increase of faculty adopting open course library materials and developing courses using different delivery mode options and methodologies, using FY 2010-11 baseline data. • Continual increase of full-time and part-time faculty participating in professional development opportunities that encourage the use of interactive technologies and media, using FY 2010-11 baseline data. • Continual increase of full-time and part-time faculty developing and piloting innovative instructional proposals by 2015, using FY 2010-11 baseline data. • Continual increase of WWCC personnel adopting locally developed technology applications, using FY 2010-11 baseline data	Objective Two – Manage financial resources effectively **Indicators:** • Financial adequacy • Integrate resource allocation with the planning process • Embrace and adopt relevant technologies and practices that increase efficiencies and productivity • Decrease financial aid default rate
(No Objective Three)	Objective Three Natural resource stewardship **Indicators:** • Resource use and efficiencies • Solar energy usage • Paper consumption (reduction) • Water conservation • Track carbon emissions • Track the proportional share of alternative fuel vehicles in College fleet

At the end of this report (**see Appendix B**) a more detailed table shows the progress made on establishing objectives, indicators of attainment, and compilation of data for each Core Theme. This information will be used in conjunction with the 2014-15 Annual Plan and Budget process. Indicators and targets will be refreshed for 2014-15. Information gathered via this process will help inform the planning and budgeting process and inform internal and external audiences about institutional progress on accomplishment of Core Themes. This should be viewed as a progress report showing the methods to collect data for identified objectives is still being developed.

Recommendation 3

"*The committee recommends for each year of operation, the College undergo an external financial audit and that the results from such audits, including findings and management letter recommendations be considered in a timely, appropriate, and comprehensive manner by the Board of Trustees*" (Eligibility Requirement 19, Standard 2.F.7).

For the past year Walla Walla Community College (WWCC) has been striving to resolve the Northwest Commission of Colleges and Universities' (NWCCU) recommendation regarding the College's lack of an annual external financial audit, a concern impacting a number of CTCs within the Washington State system. Work towards resolving this recommendation began in the summer of 2013. WWCC, as part of a pilot group of Washington CTCs, engaged in multiple meetings with the Washington State Board of Community and Technical Colleges (SBCTC) staff to get clarification on how to leverage existing resources and information. Currently, the CTCs do not produce a set of financial statements that meet the specific criteria required by auditors. To mitigate that impact considerable thought was given on how to create auditable financial statements with efficiency as well develop a timeline to prepare for the audit.

Since there are 34 community and technical colleges in Washington State, it was important to get consensus on the format and processes colleges would use to produce financial statements in order to provide consistency for the State Auditor's Office. The goal of this work was twofold:

1. To provide an auditable set of financial statements, and;
2. Secure an audit with the state auditor's office.

Although an interagency agreement to audit WWCC's financial statements with the State Auditor's Office (SAO) was signed on October 30, 2013, an audit for Walla Walla Community College could not be immediately scheduled. A goal of the pilot group was ensure a replicable process for all CTCs was in place to ensure consistency for the State Auditor's Office before the actual audit was scheduled.

WWCC continued meetings with the SBCTC throughout the fall of 2013. By mid-December, an agreement was reached with SBCTC staff regarding the financial data needed from the SBCTC data warehouse to begin reconciling the College Financial Management System data. The Vice President of Financial Services, Director of Budget and Finance, and the Financial Analyst began the careful analysis of balancing the College's boilerplate statements to the Financial Management System (FMS). Additionally, work began on identifying and incorporating all data adjustments needed to create Governmental Accounting Standards Board (GASB) compliant statements. In early January 2014, the Statement of Net Position and the Statement of Revenues, Expenses, and Changes in Net Position were balanced out and tied to the College's source data (FMS). This was a crucial step since source data is an early audit check for when the State Auditor's Office arrives.

Balancing the Statement of Net Position and the Statement of Revenues, Expenses, and Changes in Net Position went very well. However, the Statement of Cash Flows took considerably longer to reconcile and balance because of the need to 1) develop the mechanics of the Statement of Cash Flows, and 2) identify and resolve discrepancies. This was a highly detailed process and

required a month to accomplish. As of February 12, 2014, the Statement of Cash Flows was balanced and tied out to the Financial Management System (FMS) data with the same accuracy as the other two statements. In addition to reconciling and balancing the three statements, compiling the Notes to the Management, Discussion, and Analysis section of the statements also needed to be undertaken.

The final adjustments to the three statements were made during the latter part of February. As of March 3, 2014, notes to the financial statements were 95% complete. The College continues to work with SBCTC staff on a boilerplate for the Management, Discussion, and Analysis (M, D & A) section. This type of boilerplate will be helpful to WWCC as well as other community colleges in the system as institutions prepare their financial statements for audit with the State Auditor's Office. WWCC expects to receive the M, D & A boilerplate this week and to have a complete set of draft statements to review with WWCC's leadership team by mid-March.

During the month of February, the Vice President of Financial Services was in communication with the State Auditor's Office. Auditors are anticipated to start their field work at WWCC before the end of April. The site audit is expected to be a 25 day process, including additional days for offsite work of analysis and preparation of the final audit report. The estimated arrival date for the State Auditor's Office to begin their audit has been proposed for mid-April with the goal to have all on-site audit work done by end of May 2014.

Walla Walla Community College Student Success Report 2012-13

One of WWCC's top priorities was to promote student success and achievement by optimizing rates of access, retention, and completion of high quality certificates and degrees. Indicators of success also include transfer rates, employment rates, and earnings. This summary shows evidence of attainment for 2012-13.

Access

- Number of students enrolled per 1,000 persons, aged 18-64, with intent to transfer, workforce training, and basic skills (2012).

Students enrolled per 1,000 aged 18-64 by intent

Region	Transfer	Workforce	Basic Skills
WWCC	21.48	34.0	4.5
State	13.81	16.7	3.4

- Enrollment has grown significantly over the last 10 years, especially in Corrections and Distance Delivery.

Annual Average Full-Time Equivalent Enrollment

	2006-2007	2010-2011	2011-2012	2012-2013
Walla Walla	2,367.5	2,664.5	2,494.5	2,512.3
Clarkston	485.9	637.5	577.7	498.6
Corrections	876.7	1,691.5	1,536.6	1,620.7
Distance	261.3	403.9	387.0	378.8
All Other	217.2	306.0	242.7	252
TOTAL	**4,208.6**	**5,703.4**	**5,238.4**	**5,262.4**
Unduplicated Headcount	11,349	12,679	11,297	10,880

Retention

- Retention rates for WWCC are similar to institutions identified in IPEDS data.

WWCC and Peer Comparisons of Full-Time Students

Year	WWCC Full Time Student Retention Rates	Median Full Time Retention Rate of Western US comparison Institutions (similar to WWCC in size, community, etc.)
2008-2009	60%	56%
2009-2010	66%	52%
2010-2011	58%	58%
2011-2012	61%	57%
2012-2013	58%	57%

Student Achievement

Student Achievement Points 2010 – 2013

Year	Total Headcount	Basic Skills	College Readiness	1st 15 Credits	1st 30 Credits	Quantitative/ Computation	Certificate, Degree, Apprenticeship	TOTAL Points	Points Per Student
2010-11	9,201	1,807	1,865	1,419	1,098	650	939	7,778	0.845
2011-12	7,950	1,440	1,739	1,222	1,033	676	910	7,020	0.883
2012-13	7,332	898	1,594	1,230	1,040	723	800	6,285	0.857

Statewide System Totals

2012-13 Total Points	*403,928*	*75,269*	*78,649*	*62,296*	*51,188*	*40,316*	*30,139*	*337,857*	
2011-12 Totals	442,262	81,809	86,006	66,322	52,954	41,162	33,462	361,715	
Variance	(38,334)	(6,540)	(7,357)	(4,026)	(1,766)	(846)	(3,323)	(23,858)	
% Change from 2011-12	-9%	-8%	-9%	-6%	-3%	-2%	-10%	-7%	

Student Achievement Points by Kind of Student*

	Basic Skills	Transfer	Workforce	Total
2010-11	1,093	2,877	3,591	7,561
2011-12	1,027	2,694	3,119	6,840
2012-13	744	2,429	2,980	6,153

*does not include "other"

Completions & Transfer

- Within three years of entering, over half (56%) of full-time students graduate or transfer (IPEDS).
- 32% of students graduated in 2012 within normal time, while 39% graduated within three years.
- Degree and certificate completions have increased significantly in recent years and are expected to continue.

WWCC Associates Degrees, Certificates, and High School Equivalency Completions

Completion Type	2010-11	2011-12	2012-13*
Academic Degrees	389	376	354
Workforce Degrees	337	355	256
Certificates	1397	1258	1113
GED	289	230	270
Total	2412	2219	1993

*To date. Figures not final until the end of August

- Between 2008-09 and 2011-12: WWCC Associate Degree completion increased by 47%, Certificates of one-year or more increased by 24%; and less than 1-year Certificates increased by 14%.
- Compared to our median comparison institution for 2010-11, WWCC had 87% more Associate Degrees, 646% more 1+-year Certificates, and 1504% more less-than-1-Year Certificates (IPEDS).
- Students graduate at a 20% higher rate than our peer institutions (39% compared to 19%, according to IPEDS).

Equitable Outcomes:

WWCC 2012 Graduation Rates by Race and Sex (within 150% time to Completion)

Race/Ethnicity	%M	%F	%Total
Hispanic	39%	40%	39%
Am Indian/Alaskan	0%	25%	20%
Asian	50%	0%	50%
Black	33%	0%	25%
Hawaiian/Pacific Islander	0%	0%	0%
White	42%	36%	39%
Two or More	38%	17%	29%
Unknown	33%	50%	43%
Total	40%	35%	38%

- At 39%, the Hispanic attainment rate at WWCC is almost double the national average.
- Hispanics comprised approximately 16% of the WWCC student population in 2012-13.

Employment and Earnings:

- Wage records show 2011 graduates earn $46,600 one year after graduation, which is 164% of new hire wages of non-graduates in our District.
- Wage records show that 2006 graduates are earning an annual wage of $57,069 in the second quarter of 2012, which is approximately 225% of new hire wages of non-graduates in our District. By 2012, annual average wages for this cohort eclipse the average wage earned in Washington State by 14%.
- WWCC is currently developing a system to obtain wage and employment data for all graduates on an ongoing basis.

Longitudinal Analysis of 2006 WWCC Graduates' Earnings in Southeast Washington

Employment and Earnings Indicators	2007	2009	2011	2012
	All Quarters	All Quarters	All Quarters	1st & 2nd Quarters
Average Annual Earnings	$31,419	$37,472	$43,371	$57,069
Average Weekly Earnings as a Percent of Average Earnings	132%	154%	171%	225%

Walla Walla Community College
Core Themes, Objectives, and Indicators of Attainment
"A Work in Progress"

Core Theme One: Student Success

Objective 1.0. Academic Education: Students will be transfer-ready to pursue a baccalaureate degree.

Indicator	2012-13 Baseline Data	2013-14 Target
1.1 Participation Rate	21.48/1000 population	32.00/1000 population
1.2 Enrollment (Net State)	1,202 FTEs	1,250 FTEs
1.3 Retention Rate (Fall to Winter)	80 Percent	85 Percent
1.4 SAI Points Earned	2,429 Points	2,600 Points
1.5 Attainment Rate	Degrees/Transfer Ready	Degrees/Transfer Ready
1.6 Transfer Rate	32%	36%

Objective 2.0. Workforce Education: Prepare students to enter and advance in middle and high-skill employment opportunities.

Indicator	2012-13 Baseline Data	2013-14 Target
2.1 Participation Rate	34.0/1000 population	34.5/1000 population
2.2 Enrollment (Net State)	1,456 FTEs	1,475 FTEs
2.3 Retention Rate (Fall to Winter)	80 Percent	85 Percent
2.4 SAI Points Earned	2,980 Points	3,250 Points
2.5 Attainment Rate	Degrees/Transfer Ready	Degrees/Transfer Ready
2.6 Job Placement	Number Placed	Number Placed
2.7 Earnings	$41,548	$42,000

Objective 3.0. Transitional Studies: Prepare students to enter and succeed in academic and workforce programs.

Indicator	2012-13 Baseline Data	2013-14 Target
3.1 Participation Rate	4.5/1000 population	6.0/1000 population
3.2 Enrollment (Net State)	587 FTEs	625 FTEs
3.3 Retention Rate (Fall to Winter)	53 Percent	58 Percent
3.4 SAI Points Earned	744 Points	1,000 Points
3.5 Math Progression	N/A	Under Construction
3.6 Writing Progression	N/A	Under Construction
3.7 I-BEST Success	88 Enrolled / 90% Completed	90 Enrolled / 90% Completion
3.8 GEDs	270 Certificates	250 Certificates
3.9 High School Completions	64 Certificates	65 Certificates

<p style="text-align:center"><u>**Core Theme Two: Strengthen Community**</u></p>

Objective 4.0. Strengthen Internal Community

Indicator	2012-13 Baseline Data	2013-14 Target
4.1 Employee Salaries	$52,322	$54,219 (3.6%)
4.2 FT/PT Faculty Ratio	64% FT/36% PT	65% FT/35% PT
4.3 Wellness Program	N/A	Under Construction
4.4 Professional Development	$300,000	$320,000
4.5 Leadership Development	N/A	Under Construction
4.6 Employee Engagement	N/A	Under Construction

Objective 5.0. Strengthen External Community

Indicator	2012-13 Baseline Data	2013-14 Target
5.1 Employee Engagement	Under Construction	Under Construction
5.2 Entrepreneurship Program	No	Established in Clarkston
5.3 Innovation Partnership Zone Designation	Yes	Yes
5.4 Educational Attainment Rate	37.2 Percent	40.0 Percent
5.5 Job Creation	6,003 Jobs	6,603 Jobs
5.6 Regional Earnings	$230 million	$255 million
5.7 Community Events	N/A	Under Construction

Objective 6.0. Establish and Maintain Partnerships

Indicator	2012-13 Baseline Data	2013-14 Target
6.1 Strategic Partnerships	Under Construction	Under Construction
6.2 Internship Opportunities by Partners	Under Construction	Under Construction
6.3 Nonprofit Learning Center	Under Construction	Under Construction
6.4 Co-Located Partnerships	Under Construction	Under Construction
6.5 Partnership financial and in-kind contributions	Under Construction	Under Construction
6.6 K-12 Partnerships	Under Construction	Under Construction
6.7 Higher Education Partnerships	Under Construction	Under Construction
6.8 Business and Industry Partnerships	Under Construction	Under Construction

Core Theme Three: Resource Stewardship

Objective 7.0. Secure Financial Resources for Operations (Financial Adequacy)

Indicator	2012-13 Baseline Data	2013-14 Target
7.1 State Allocation	$14,217,729	$15,500,000
7.2 Operating Fees (Tuition)	$8,738,208	$9,000,000
7.3 Other Local Funding	$5,274,347	$4,600,000
Base Operating Budget	**$28,230,284**	**$29,100,000**
7.5 Grants and Contracts	$10,858,847	$11,565,000
7.6 Student Financial Aid	$19,915,538	$20,300,000
7.7 Foundation Assets	$8.16 million assets	$8.85 million assets
7.8 Foundation Distributions	$743,883	$858,909
7.9 Reserves	$5,997,668	$6,000,000

Objective 8.0. Secure Financial Resources for Capital (Financial Adequacy)

Indicator	2012-13 Baseline Data	2013-14 Target
8.1 Repairs	$2,149,000	$1,239,000
8.2 RMI	$329,000	$377,600
8.3 Minor Projects	$626,937 Wind Energy Addition	$562,906 Business Office Remodel
8.4 Major Capital Projects	None	$32 million requested for 2015-17: • STEM Center • Clarkston Workforce Center
8.5 Financial Plan	Yes	Yes
8.6 Facility Master Plan	Not Updated	Updated

Objective 9.0. Manage Financial Resources (Financial Management)

Indicator	2012-13 Baseline Data	2013-14 Target
9.1 Annual Financial Statement	No Statement	Completed March 2014
9.2 Required Audits	No Audit	Anticipated April 2014
9.3 Audit Findings	N/A	N/A
9.4 Audit Management Notes	N/A	N/A
9.5 Compliance with Foundation Agreement	Yes	Yes
9.6 Student Loan Default Rate	15.8* *2010 Cohort	12.2* *2011 Cohort
9.7 Financial Efficiencies – Student/Faculty Ratio	19.68	Under Construction

Objective 10.0. Practice Natural Resource Stewardship

Indicator	2012-13 Baseline Data	2013-14 Target
10.1 Greenhouse Gases	3009 MtCo2e	2,850 MtCo2e
10.2 Solar Energy	225 KW Capacity Installed	225 KW Capacity Installed
10.3 Wind Energy	-0-	865 KW Capacity Installed
10.4 Alternative Fuel Vehicles	4 Hybrid; 0 CNG	5 Hybrid; 4 CNG
10.5 Water Conservation	6,645 Ccf	6,313 Ccf
10.6 Paper Conservation	35,360 lbs.	33,360 lbs.
10.7 Composting	Worm Composting	Static Pile
10.9 Sustainability Plan	Yes	Yes