

# Walla Walla Community College

## Year One Self-Evaluation Report



Prepared for the Northwest Commission on Colleges and Universities

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# INSTITUTIONAL OVERVIEW

## **College Profile**

Walla Walla Community College has rapidly grown from 850 students in 1967 to a present annual enrollment of over 10,000. Located on approximately 130 acres, the Walla Walla campus has become a center for innovation, education, training, and learning opportunities throughout the region it serves. The College offers associate of arts and associate of science degrees that prepare students for transfer, as well as 43 workforce program degrees. Basic education, pre-college, short-term training programs, and community education classes are also provided. In order to meet the learning needs of constituents throughout its four-county district, WWCC has campuses in Clarkston, Washington, at two correctional facilities, as well as workplace learning centers at Tyson Fine Foods in Burbank, Washington, and Broetje Orchards in Prescott. The Clarkston Center, located in Clarkston, Washington, is the hub of educational activity in Asotin and Garfield counties. Over 1,300 full- and part-time students are enrolled annually at the Clarkston Center. Walla Walla Community College also provides educational programs and services to offenders at the Washington State Penitentiary and Coyote Ridge Corrections Center. Qualified offenders are eligible to apply for admission into basic skills and pre-college courses, as well as workforce programs and an AA degree program. The AA Transfer program was established in 2008 and is funded with the help of Doris Buffett's Sunshine Lady Foundation. However, for the 2016-2017 academic year the Washington State Legislators have approved state-funded AA and AAAS degrees for incarcerated students.

Currently, about 25% of the student population is made up of Latino/Latina population and is the fastest growing ethnic group of students at WWCC. As part of the Achieving the Dream (AtD) network, the college developed a strategic plan for diversity, equity, and inclusion to ensure that all student groups have equitable access and support in successfully achieving their educational goals. The College has had a partnership with the Walla Walla and other local school districts for over two decades to provide dual enrollment opportunities with Running Start and alternative education where a high school diploma can be earned by discouraged, disengaged, and credit deficient high school students. This year, the College has signed an agreement with Educational Service District 123 to start Open Doors, a program that actively recruits and re-engages high school students who have dropped out of the educational system. A primary focus of WWCC's mission is to raise the educational attainment and provide educational pathway options for all constituents within its service district area.

## **Current Environment**

The environment at WWCC is one of significant change as long-time staff and faculty retire and new personnel come aboard. The most profound change has been the retirement of long-time president Dr. Steven VanAusdle, who retired on June 30, 2016. Prior to his presidential appointment in 1984, he was a full-time faculty member and then director of Vocational Programs with a total of 45 years of service to WWCC. Under Dr. VanAusdle's leadership the college experienced tremendous stability, with growth and expansion of the nursing program, establishment of the Clarkston Center, implementation of several magnet programs, which include the Enology and Viticulture program and Water Resources and Energy Systems

programs. WWCC has received national recognition for educational excellence through the Aspen Institute. Dr. VanAusdle's visionary leadership, tireless energy and passion to raise rural educational attainments as well as support rural economic development has allowed the college to flourish and be relevant and resourceful even during difficult economic environments.

During this past academic year, the College went through an extensive six-month search for a new president. With the consulting assistance of the Aspen Institute and Association of Governing Board (AGB), a national search was undertaken. WWCC's Board of Trustees convened an advisory search committee made up of a broad representation of staff, faculty, and community members and after extensive interviews and public forums, Dr. Derek Brandes became the fourth president of Walla Walla Community College. He began his presidential appointment on July 1, 2016.

Dr. Brandes has worked in the Washington State Community and Technical College system for the majority of his career serving as a Dean of Career and Technical Education Programs at Columbia Basin College, and as a Vice President of Instruction at Green River College. He states that "he is a passionate advocate for community colleges and the students they serve, and his personal mission is to make a difference for students and communities through innovative student-centered programs and practices. He aspires to create an environment where the entrepreneurial efforts of the college community are nurtured, encouraged, and realized." WWCC begins a new era with the retirement of Dr. VanAusdle and the appointment of Dr. Brandes.

The recession that began in the fall of 2008 and the resulting reductions to state funding support continue to be an ongoing challenge for WWCC. From 2008 to 2012, WWCC faced mid-year reduction measures resulting in cuts of nearly \$5.7 million, or 22% of the college's state allocation. An additional reduction of \$83,657 took place in July of 2013. During this past year of budgetary planning it was necessary to carve out nearly \$1,000,000 in "saves" to address the college's decreased allocation with the new funding model as well as shortages in state support to fully fund the legislated cost-of-living allocations (COLA) increases for faculty and staff. The Professional Golf Program was cut this year and the two-year Civil Engineering Degree was cut back to a certificate program and is taught with adjunct faculty.

It should be noted that during this time of decreasing resources, WWCC also experienced some of the largest student enrollment numbers in its history with a record-breaking enrolment rate of 5,694 AAFTEs and an unduplicated headcount of 12,679 during the 2010-11 academic year. Currently, enrollment is softening around the state and WWCC is also experiencing an enrollment dip similar to statewide trends. Demographically, there are fewer traditional aged high school students than during the 2009-2011 peak. The competition for these students has intensified as four-year colleges and universities, both in-state and out-of-state, increase their recruiting efforts. Other competing agencies include the fact that there are more jobs available now than during the recession, attractive opportunities through the military, as well the decision of many students to take the year after graduation off by working, traveling, or studying abroad.

The College is now beginning its fourth year of Achieving the Dream (AtD) work and the efforts of this work are coming to fruition as seen in the changes to the strategic diversity and inclusion

hiring practices as well as instructional initiatives that address achievement gaps. During the past three years WWCC's culture has changed increasingly to become an institution that relies on data and evidence to inform key decisions across all departments and units. With the retirement of one of the faculty co-leaders, the Director of Planning, Research, and Assessment will co-lead AtD efforts with the other faculty co-leader to ensure that this work continues. During the 2016-17 Planning and Budget process it was decided that WWCC will continue its formal membership with AtD and renewed its commitment to equity and inclusion for all students.

In December 2011, WWCC was recognized by the Aspen Institute as one of the top five community colleges in the United States and received the honor as "finalist with distinction." In March 2013, from a pool of more than 1,000 colleges nationwide, the Aspen Institute's College Excellence Program named WWCC the Top Community College in the Nation. The Aspen Institute stated, "Despite a majority of students entering below college-ready standards, WWCC does a very good job creating pathways to four-year degrees, posting a particularly impressive rate of transfer to four-year colleges. But it is strong connections with local employers and the community that stand at the center of WWCC's success."

Throughout all the economic uncertainty and changes, the spirit of service persists at WWCC, which is defined by its core themes: *Student Success, Strong Communities, and Resource Stewardship*. This spirit of service is demonstrated in the College's relentless commitment to helping students successfully complete courses, certificates, and degrees; developing local innovative systems to assist with advising and instruction; and building internal and external partnerships. The College's vision to transform students' lives and to serve is the foundation upon which WWCC's core themes stand.

## PREFACE

Student success is at the heart of every instructional, student affairs, and budgetary decision made at Walla Walla Community College. Even in the face of diminishing resources and challenges from organizational restructuring and staff turnover, WWCC continues its relentless pursuit of student success. In that spirit the College has moved forward in the work of continuous improvement by addressing the recommendations that came forward during the Year Seven Self-Evaluation Report.

### **Progress since the Year Seven Self-Study Report**

In September 2015, the College submitted its Year Seven Self-Evaluation Report summarizing the efforts to meet its mission and goals as well as address the recommendations from the Commission in the 2012 Year Three Self-Study Resources and Capacity Report. The Year Seven Self-Evaluation Peer Review committee extended four commendations and three recommendations in WWCC's Year Seven Self-Study Report. They are as follows:

**1. Commendation One**

The evaluation team commends the students, faculty, staff, and administration for their individual and collective commitment to serve its community at large, which we found to be readily apparent and embraced throughout the College.

**2. Commendation Two**

The evaluation team commends the collaboration between the Student Development Center, the Financial Aid Office, and Department of Information Technology in the development of tools and resources that support the campus in engaging students toward their success.

**3. Commendation Three**

The evaluation team commends the College's implementation of its facility master plan, including a focus on strict sustainability standards. In so doing, it continues to leverage the availability of funding sources to expand its physical infrastructure in support of mission fulfillment.

**4. Commendation Four**

The evaluation team commends the faculty and staff for their commitment to a systematic and effective program of academic advising and support of student success.

Three recommendations were received from the Year Seven Self-Study monitoring visit in October 2015. The three recommendations are cited below along with a statement of progress and work to address these recommendations.

**1. Recommendation One**

The evaluation team recommends the institution establish and implement, with Board of Trustee oversight, a process in which institutional policy is regularly reviewed, revised, clearly defined, and accessible to the organization and community.

In May 2016, the Director of Human Resources was appointed to the president's cabinet with a title change to Vice President of Human Resources and given the responsibility to oversee the work of establishing and implementing a process in which administrative and institutional

policies are reviewed and revised on a regular basis. The College has an extensive binder with policies and procedures dating back a couple of decades and the first step was to review the current documents to update and determine relevancy of existing policies and to distinguish between policies and administrative procedures or processes. The Policy Committee's work began in the summer of 2016. During the annual Board of Trustees retreat, which took place on August 17, 2016, an update of their work was reviewed. This update included recommendations and next steps outlining the process for a systematic and regular review of College policies (Attachment 1).

## **2. Recommendation Two**

The evaluation team recommends the institution develop and implement a systematic and college-wide general education assessment.

Over the past decade WWCC has invested significant time and effort in identifying learning outcomes and developing a systematic and sustainable assessment process for the AA/AS degree. This work came out of a recommendation made in the 2005 Accreditation Self-Study with a charge to continue the work after the 2010 Interim evaluation team visit. In the 2012 Year Three Report the evaluation team found that the College had identified AA/AS degree outcomes, established standards for measuring achievement, developed rubrics and assessment tools, and had systematically been assessing the learning outcomes of randomly selected AA/AS graduates each year. The recommendation made in 2005 was found to be met; however, in the 2015 Year Seven evaluation visit, the recommendation was made that the work done in measuring AA/AS learning outcomes should be extended to include all programs on all campuses as part of establishing college-wide general education outcomes and assessments.

Since receiving this recommendation in October 2015, the AA/AS degree outcomes and assessment committee has expanded to include representatives from across all divisions, programs, and campuses to begin the work of identifying college-wide general education outcomes. A new committee was established called College-wide Learning and Assessment (CwLA) and work began to identify college-wide general education outcomes. Those outcomes have been identified and will be rolled out to all instructional units during the 2016 fall faculty in-service. Work will be undertaken this year to develop standards of achievement, rubrics for measuring outcomes, assessment tools, and finally a systematic process for assessing these outcomes on an annual basis (Attachment 2).

## **3. Recommendation Three**

The evaluation team recommends the institution document, through an effective, regular, and comprehensive system of assessment, that students achieve identified learning outcomes at the course and transfer degree level. The College should then utilize the results of its assessments to inform academic and learning-supported planning and practices that lead to the enhancement of student learning achievements.

Work has ensued during Summer 2016 to develop a pilot for the 2016-17 academic year, which would include a small group of faculty in a year-long project using Canvas analytics as a feedback system to assess how students are meeting learning outcomes and then using this information to inform teaching practices. This pilot is the first step in meeting the

recommendation from the evaluation team to develop and implement a systematic and college-wide general education assessment process. Faculty involved in the pilot this year will receive a stipend for their work with the goal that they will then become “trainers” and help train other faculty in using Canvas analytics to align course learning outcomes with assignments and course work. Creating this kind of feedback system will take time, but will certainly strengthen WWCC’s effort to create a culture of evidence and using data to inform effective teaching practice (Attachment 3).



# Chapter One

## Mission, Core Themes, and Expectations

### Executive Summary of Eligibility Requirements 2-3

Walla Walla Community College (WWCC) is in compliance with the Northwest Commission on Colleges and Universities' eligibility requirements as stated below:

#### **Eligibility Requirement Two – Authority**

Walla Walla Community College is one of 34 institutions of higher education under the governance of the Washington State Board for Community and Technical Colleges (SBCTC). The Community College Act of 1967, enacted by the Washington State legislature, originally gave Walla Walla Community College authority to operate and offer, “thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural, and recreational nature; and adult education” (RCW 28B.50.020).

#### **Eligibility Requirement Three – Mission and Core Themes**

In 2014, WWCC reviewed its current vision and mission statements in a college-wide study. This year-long review was led by the Director of Planning, Research, and Assessment and included staff, faculty and administrators across all College campuses. The revised vision statement states that “WWCC will be the catalyst that transforms our students’ lives and the communities we serve.” In order to reflect the institution’s growing emphasis on equity, the mission now says, “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.” The revised vision and mission statements were approved by the Board of Trustees in the February 19, 2014, board meeting.

WWCC has three core themes, as explained in Standard 1.B.1, which reflect the unique culture, values, and goals of the college community. In accordance with RCW 28B.50.020, WWCC’s purpose and focus is to provide the educational needs of students within the districts and regions it serves. WWCC is a comprehensive community college offering programs that lead to higher education degrees including the Associate of Arts, Associate of Applied Science, and Associate of Science degrees. All resources at WWCC are committed to supporting its educational mission and core themes.

## **Standard 1.A: Mission**

### **Standard 1.A.1: Walla Walla Community College’s Mission Statement**

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

Trustees review the mission and goals as part of the strategic planning process, and during the annual planning and budget process. The current mission statement was revised and approved by the Board of Trustees in February 2014. The mission statement is widely published, appearing on the College’s website, in the annual catalog, as well as in other College publications. WWCC’s mission statement is appropriate for a comprehensive two-year educational institution focused on serving an expansive, rural region in southeast Washington, and it provides meaningful context and goals for supporting instructional programs across all campuses at WWCC.

### **Standard 1.A.2: Mission Fulfillment**

The outcome and process goals that are linked to WWCC’s mission statement are tied to, and integrated with, indicators of effectiveness to measure and guide the institution’s performance towards mission fulfillment. The core themes that were identified emerged from the mission statement and are measured accordingly by a set of objectives, outcomes, and indicators. College personnel recognize that being situated in the far southeastern corner of Washington State often makes WWCC the first and sometimes only access for some community members to pursue academic and workforce training that will give them the ability to transfer to baccalaureate institutions or compete in today’s economy.

Inspiring students is first and foremost the central theme from the mission statement, and student success is the foundational core of mission fulfillment at WWCC. The driving force behind every policy or practice is to ensure that students are fully supported in their educational pursuits at WWCC. In this spirit, the College has taken an integrative approach in developing technologies and practices that support, enhance, and track student progression and completion. Several technical tools, which include the Advisor Data Portal (ADP), Degree Boost, Degree Navigator Application, and Auto Degree Confer, were developed by the Technology Services department in partnership with Student Affairs. The ADP allows advisors and faculty to have web-based access to student placement and assessment scores, intent and program code, unofficial transcript, quarters of enrollment, and academic progression.

WWCC regards professional development as the cornerstone in supporting faculty and staff to renew curriculum and course materials as well as being a driving source of inspirational ways of engaging students. Since 2000, twenty-six faculty have received sabbaticals. Even during the height of the recession, two faculty sabbatical requests were approved with support from the WWCC Foundation. The Exceptional Faculty Award, sponsored by the Foundation, and mini-grants, available through the Professional Development Committee, support faculty in curriculum development as well as travel to conferences and trainings that enrich student learning and campus life.

WWCC received a Title III grant in fall 2010. One of the three initiatives of this Title III grant was focused upon faculty professional development. The T3 Academy, supported by a Title III

Grant, has given full-time and part-time faculty funding to support development of new hybrid and online courses as well as innovation in curriculum development. Other professional development sessions and workshops include topics such as elements of a high quality online course, moving students to success in online courses, how to use an ePortfolio to enhance online learning, and interactive presentations for student engagement. In September 2015, WWCC sponsored six new faculty members to attend the Washington State Board of Community and Technical College's (SBCTC) New Faculty Institute. Additionally, WWCC implemented a year-long New Faculty Academy and in 2016-17 the New Faculty Academy will be expanded to serve faculty at all stages of their careers in developing essential instructional competencies.

A key component of Title III was to strengthen WWCC by updating eLearning and classroom technology infrastructure. Achievements in eLearning and innovation-related objectives have resulted in significant increases in demand on technology infrastructure. The College improved and expanded the Enterprise Wi-Fi network for staff and students, upgraded new servers and storage to provide highly available, virtual environments, and moved to an active cloud directory to provide stability and access to Canvas LMS. This move provided additional benefit to adding cloud-based services free to students such as Office 365, Google Apps for Education, and online storage. A site license for RESPONDUS was purchased that provides a powerful tool for faculty to create and manage online tests. RESPONDUS also allow faculty to publish learning activities and educational resources directly to the Canvas LMS. Classrooms have been outfitted with iPads to engage student participation, webcams and wireless microphones to record lectures using PANOPO, and SMART podiums and short-throw projectors to increase maximum instructional flexibility and student interaction. Four large classrooms were equipped with high definition ITV that allows increased bandwidth to enhance participation and student learning experiences in courses shared between Walla Walla and Clarkston campuses. Technology upgrades for 40 classroom teaching consoles allow instructors to fully implement eLearning strategies learned in workshop and training sessions.

The eLearning Committee systematically engages every department and program in a Strategic Conversation to support department or program goals in expanding and improving online instruction. This helps to ensure that instructors are aware of and have at their disposal the most effective tools for teaching online, and to provide or arrange professional development to improve digital instruction. In 2015-16, an Online Student Success Task Force was created as an outgrowth of the Achieving the Dream Committee's work. That task force began their study with a search of the literature around online student success research. That research was considered in light of the College's success statistics, and helped to develop a series of recommendations designed to maximize and improve online success.

Mission fulfillment at WWCC also involves deep and enduring collaborations with public and private partners within the College's service district. The partnerships the College has with organizations such as the Sherwood Foundation, Confederated Tribes of the Umatilla Indian Reservation, Walla Walla Valley Wine Alliance, Walla Walla Public Schools, Washington State Department of Corrections, WorkSource Walla Walla, and the Snake River Salmon Recovery Board continue to provide students with learning opportunities while simultaneously building capacity to strengthen our communities. These opportunities are essential components of the rich learning climate that the College strives to foster in every classroom.

## Standard 1.B: Core Themes

### **Standard 1.B.1: Core Themes**

Walla Walla Community College has identified three core themes, each of which is defined by a set of objectives and accompanying indicators that are tied to the College's mission, enabling the evaluation of mission fulfillment. WWCC's core themes are:

- Core Theme One: Student Success
- Core Theme Two: Strong Communities
- Core Theme Three: Resource Stewardship

WWCC's three core themes suggest the highly interdependent relationship between student success, strong communities, and resource stewardship. In combination, the core themes provide the architecture by which mission fulfillment is evaluated and monitored. The essence of the College's mission is student success. As an institution of higher learning, student success is a central focus of the College. WWCC is tied to its district, neighboring regions, and communities through partnerships that seek to leverage opportunities that mutually benefit students and the community.

In this spirit, Walla Walla Community College takes a leading role in community development and participates with numerous community-based organizations, public agencies, businesses, industries, public schools, and other higher education institutions. Such partnerships have placed considerable expectations and responsibilities on WWCC's educational and economic leadership. The College also values its internal community by explicitly making decisions and taking measures that make WWCC a more equitable and inclusive environment, thus attracting and retaining talent that contributes to student success and mission fulfillment. The College also demonstrates awareness and appreciation for resource stewardship in terms of the operating environment and financial sustainability in support of the mission. Resource stewardship extends to the College's relation to the natural environment and consumption of resources. In the current era of budget reductions and uncertainties, it has become critically important to manage our resources to ensure the sustainability of the College for years to come.

The Core Themes have given the College renewed impetus to be strategic about tracking and monitoring student outcomes. WWCC currently uses several internal and external data sources to establish and monitor student outcomes. These include the Integrated Postsecondary Education Data System (IPEDS), Washington Adult Basic Skills Reporting System (WABERS), the State Board of Community and Technical College's (SBCTC) Student Achievement Initiative (SAI) database, the College's Student Management System (SMS), and a locally hosted data warehouse of historical institutional data prepared by the SBCTC. The College has leveraged its data sources to create exploratory research tools and information dashboards that provide the administration, faculty, and staff with information that supports institutional planning and evaluation.

## Core Theme One: Student Success

In Core Theme One, Student Success, WWCC has identified five objectives: access and enrollment, retention, certificate and degree completion (attainment), transfer, and employment and earnings. Although the unit of analysis of Core Theme One is at the organizational scale, the College evaluates those indicators at a finer degree to facilitate the planning and evaluation process at the department or unit level. Depending on the indicator and data availability, the College has adopted the practice of disaggregating data in order to arrive at more refined conclusions pertaining to institutional performance and student outcomes. In that regard, student outcomes, such as retention and attainment, are typically disaggregated by race/ethnicity, gender, income, and first generation status.

## Core Theme One: Student Success

### *1. Objective 1.0: Student Retention*

Desired Outcome(s)		Indicator(s)	
1.1	Continuous improvement in quarterly and annual retention rates.	1.1.a	Fall to fall retention rate by Student Intent.
		1.1.b	Quarter to quarter retention by Student Intent.
		1.1.c	IPEDS retention rate.
1.2	Close equity gaps in retention.	1.2	Identified equity gaps in retention.

#### **Rationale**

Retention is a critical component of student success. As referenced in the mission statement, WWCC recognizes the need for creativity and innovation when it comes to providing services that help remove barriers many students face when trying to achieve their educational goals. One of WWCC's strengths is the internal partnerships between Student Affairs, Technology Services, and Instruction that has resulted in a set of locally developed tools that allow staff and advisors to monitor and track retention each quarter. These tools provide readily available data to inform staff which students have not enrolled for the next quarter, quickly determine students' degree progress, and intervene in a timely manner. These processes simultaneously enhance business process efficiencies and retention outcomes. WWCC's institutional retention measure is reported annually (fall to fall) and quarterly. The measures are organized by student intent (Transfer and Workforce). Indicator 1.2 identifies "equity gaps" in retention without identifying specific demographic attributes. This is to provide the institution flexibility so that strategic action is driven by analysis, and that ensuing analysis is focused on that particular action. The WWCC's Office of Planning, Research, and Assessment also compiles retention statistics at the degree or program level. That data is distributed to College leadership, including instructional deans and Student Affairs, to inform planning and practice.

## 2. Objective 2.0: Certificate and Degree Completion

Desired Outcome(s)		Indicator(s)	
2.1	Continuous improvement in the share of students who transition from lower level Basic Skills to upper levels, or transition to college-level work by the end of the fourth year.	2.1	WWCC Basic Skills transition rate compared to the Washington State system.
2.2	Continuous improvement in the share of students earning credentials.	2.2.a	200% normal time to completion rate (4 years) of Academic Transfer students compared to system average.
		2.2.b	200% normal time to completion rate (4 years) of Workforce students compared to the system average.
		2.2.c	150% normal time to completion rate (3 years) and transfer for first-time, full-time, degree seekers (IPEDS).
2.3	Close equity gaps in attainment	2.3	Identified equity gaps in attainment.

### Rationale

WWCC places tremendous value on completion and strives to inspire students so they can achieve their educational goals. Educational attainment is the pinnacle of student success and culmination of hard work that is the foundation of the student-faculty-staff relationship, and increases the likelihood of students' realizing their goals as they enter the labor market, start a business, or further their education. Although we cannot overstate the value of completion at the individual level, increasing the attainment of higher education credentials also strengthens local economies and the social fabric of communities. Educational attainment is positively correlated with community development, economic growth, and community resilience. By explicitly linking retention to completion, Student Affairs has developed a set of reputable evidence-informed practices that identify and remove barriers to completion, and help ensure that students cross the finish line.

WWCC measures attainment in three ways. The first measures transitions within and from basic skills. Those transitions can include movement from lower- to upper-level basic skills or college-level coursework. The second measures attainment by degree path (Academic Transfer or Workforce) at the 200% normal time to completion rate. The third measures completion and transfer of first-time, full-time degree seekers at the 150% normal time to completion rate. In alignment with our equity measurements in retention, indicator 2.3 is designed to provide the College flexibility so that the reporting of both research and action are strategically focused in identifying and closing equity gaps in attainment.

### 3. Objective 3.0: Baccalaureate Transfer Success

Desired Outcome(s)		Indicator(s)	
3.1	WWCC Transfer students continue their education at the baccalaureate level.	3.1	Rate of WWCC graduates that enroll in a baccalaureate program within one year of leaving WWCC.
3.2	Transfer students complete their baccalaureate within 3 years of transfer.	3.2	Baccalaureate completion rate of WWCC students that transfer.

#### Rationale

The vast majority of WWCC academic transfer students intend to continue their education after completing their Associates of Arts or Sciences Degree. The College tracks how many of its graduates enroll in baccalaureate institutions to further their education. Using National Student Clearinghouse (NSC) data, the College makes an effort to know the extent students succeed by earning a baccalaureate degree. Though NSC data is imperfect, its utility value remains high. Conversely, knowing which students do not continue along the baccalaureate pathway and investigating the reasons why is important so the College can evaluate ways to increase access and more effectively support students as they further their educational goals.

### 4. Objective 4.0: Corrections Education

Desired Outcome(s)		Indicator(s)	
4.1	Transform offenders' lives by providing high quality education that provides pathways to further educational and employment opportunities upon release.	4.1.a	Completion rate.
		4.1.b	Enrollment in post-secondary education after release (Associate and Baccalaureate programs).
4.2	Low recidivism among completers.	4.2	Recidivism rate of completers.

#### Rationale

WWCC provides workforce and academic transfer education programs for offenders at two Washington State corrections facilities: Washington State Penitentiary, located in Walla Walla, and Coyote Ridge Corrections Center, located in Connell. For those who have had the opportunity to pursue an education while incarcerated, the process can be transformational and life changing in the most positive ways, from building individual confidence and self-esteem to the acquisition of job skills that lead to acquiring living-wage employment upon release. Last and certainly not least, one of the greatest benefits of education to the individual and society is the impact on greatly reducing recidivism. The College tracks three key indicators: completion rate, enrollment after release, and recidivism.

## Core Theme Two: Strong Communities

Walla Walla Community College is committed to building strong internal and external communities. Internal community focuses on WWCC as a workplace. It accounts for the impact and effects of organizational commitment to maintaining an environment where all employees make meaningful contributions to serving students and fulfilling the mission. External community accounts for the variety and multi-faceted ways the College contributes to building strong communities in its service district, as well as developing partnerships with industries, firms, public entities, and community-based organizations. WWCC has earned a long-standing reputation as a dynamic organization that not only responds effectively to the external environment, but actively shapes that environment for the benefit of students and the communities it serves.

### *1. Objective 1.0: Attract and Retain Talent*

Desired Outcome(s)		Indicator(s)	
1.1	Increase competitiveness of faculty salaries.	1.1.a	Average FT faculty salaries.
		1.1.b	Average FT faculty starting salaries.
1.2	Employee satisfaction and engagement.	1.2.a	PACE Survey results.
1.3	Organizational commitment and employee tenure.	1.3.a	Staff turnover.
1.4	Employee diversity.	1.4.a	Demographic composition of workforce.
		1.4.b	Demographic composition and quality of job candidate pools.

### **Rationale**

WWCC acknowledges that organizational performance is a reflection of its employees and their dedication to the College mission and students. For that reason, the College explicitly recognizes the value and role of *talent* as the foundation for everything it sets out to achieve. Unlike human capital, which is commonly measured by educational attainment, *talent* extends that definition to account for the mix of knowledge and capabilities of a workforce. WWCC values the intersection of talent with a commitment to its mission. That intersection is captured by the indicators above, which include faculty compensation, the National Initiative for Leadership and Institutional Effectiveness Personnel Assessment of the College Environment (PACE) results, and staff turnover. Salary information for classified and exempt employees is not prepared and distributed in the same way as faculty, which allows for aggregate benchmark comparisons. Even though our salary indicators only account for faculty, it is not intended to suggest that WWCC is solely concerned with faculty pay. WWCC is fully committed to enhancing the salaries of all its employees. Though the College is constrained in the ways it can increase salaries across-the-board for all employees, it is an institutional priority to increase wages for all job classifications so that they meet or exceed state averages. Following the strategic plan for equity and inclusion WWCC is actively seeking to diversify its workforce, thus leading to interventions reforming hiring policies and practices. WWCC strives to reach the goal where the College workforce reflects the racial/ethnic compositions of its students.



**Objective 2.0: Community and Economic Development**

Desired Outcome(s)		Indicators	
2.1	Support local and regional economic development.	2.1.a	Provide leadership and support to Walla Walla Innovation Partnership Zone (WWIPZ).
		2.1.b	Provide leadership and support to Valley Vision and South East Washington Economic Development Association (SEWEDA) in the Lewiston-Clarkston Valley.
2.2	Contribute to local economy by supplying a skilled labor force.	2.2.a	Proportion of workforce completers employed in the region.
		2.2b	Average salary of employed graduates in the region.

**Rationale**

Community and economic development are key elements of the College’s mission. Though it can be challenging to draw causal lines via indicators to WWCC’s impact on economic development, it is important to demonstrate the College’s participation in partnerships that shape the development trajectory across the service district. In Walla Walla, WWCC is a key partner with the City of Walla Walla and the Port of Walla Walla in establishing and maintaining the Walla Walla Innovation Partnership Zone (WWIPZ). One hundred miles away in Clarkston, the College is an active participant in regional economic development entities: Valley Vision and the Southeast Washington Economic Development Association (SEWEDA). Both entities play an instrumental role in leading regional development efforts in southeast Washington and the broader Lewiston-Clarkston Valley that stretches across the Idaho border. Talent is a key factor in economic development. Through workforce training and education, WWCC is a significant source of *talent creation* in southeastern Washington and the surrounding region. It is the mode by which WWCC directly shapes local and regional economies. Indicators 2.2a and b attempt to measure the College’s contribution to economy by supplying a job-ready, skilled workforce. It is an imperfect measure because we know many graduates become self-employed and their economic contributions are not captured by published wage data.

**2. Objective 3.0: Equity, Access, and Participation**

Desired Outcome(s)		Indicators	
3.1	District participation rate that is equal to or exceeds the state benchmark.	3.1.a	Academic Transfer Education.
		3.1.b	Workforce Education.
		3.1.c	Basic Skills Education.
3.2	Student population reflects the communities WWCC serves.	3.2	Demographic composition of the student body (Walla Walla, Clarkston).
3.3	Reduce unmet student financial need.	3.3	Student financial need gap.

**Rationale**

Equity, access, and participation are key elements of the College’s strategic plan for equity and inclusion. To achieve this objective, the College monitors the relationship between three related outcomes. The first is the participation rate, which is a comparison between the percentage of

students attending WWCC compared to the percentage of adults in the service area, population ages 18-64 per 1,000. This indicator is presented in three ways: Academic Transfer, Workforce, and Basic Skills. The rate is benchmarked to the Washington State average. This is an important measure for WWCC because it indicates the level of market share captured in the district. Second, the College is tracking the extent to which the demographic composition of the student body changes as it takes strategic action to account for equity and inclusion. WWCC is on the cusp of becoming a Hispanic Serving Institution, and is actively seeking to build stronger partnerships that respond to the needs of the local Hispanic population, in addition to other underrepresented populations in the region. The third element of this objective is to mitigate financial barriers to student success. WWCC has established an innovative and collaborative practice referred to as “*triage funding*” designed to ensure that funding gaps do not prevent students from achieving their goals. Tracking the *need gap* will help the College monitor the extent to which finances can prevent students from attaining their educational goals, but also provide key constituencies with information about the current financial state of our student body, as well as inform practices around fundraising and the ways in which financial aid is disbursed.

### ***Objective 4.0: Employment and Earnings***

<b>Desired Outcome(s)</b>		<b>Indicator(s)</b>	
4.1	Workforce Education graduates realize their career goals by securing family-wage employment.	4.1.a	Rate of WWCC workforce certificate and degree completers that secure employment within one year of graduating.
		4.1.b	Wage recovery among certificate and degree completers.
		4.1.c	Wage growth among certificate and degree completers.

#### **Rationale**

WWCC has earned a reputation for aligning its workforce education with the needs of the local, regional, and state economies. Aside from being nimble, the College is also known for its workforce development innovations that have effectively transformed the Walla Walla regional economy from a sleepy farming community into a world renowned wine tourism destination. As a comprehensive community college, the relevance of WWCC’s Workforce Education programming is indicated in part by the employability of our graduates, so that the employment rate of program completers is monitored nine months after graduation. Employment is important as is the earning capability of students after graduating. Earnings are monitored in two ways. First, the wage differentials among certificate and degree completers is assessed, and then wage growth over time is examined. WWCC monitors earnings at the institutional level, and at the program level when the number of graduates exceed a certain threshold (10). Monitoring employment and earnings serves as an indirect indicator of whether or not a program mix is appropriately aligned with the economies it serves.

## Core Theme Three: Resource Stewardship

Located in a rural community that derives its economic vitality from the local region, WWCC has evolved into an institution that is committed to sustainable practices and has acquired a reputation for being a model for those practices. Resource stewardship at WWCC refers to both the College’s financial operations and the natural resources used to power and support the campuses. The College seeks to monitor and practice effective stewardship of financial resources to sustain its mission today and into the future.

### *1. Objective 1.0: Financial Operations (Adequacy)*

Desired Outcome(s)		Indicators	
1.1	Financial adequacy and sustainability.	1.1.a	Operating reserves to operating expenditures (operating ratio).
		1.1.b	Local funds operating margins.
		1.1.c	Operating revenue to debt (coverage ratio).

#### **Rationale**

The objective and accompanying indicators for financial operations were identified as key performance indicators because they provide critical information pertaining to expenses, revenues, and the overall financial resiliency of the College. The data is regularly presented and discussed among the College leadership team and the Board of Trustees. Desired outcome 1.1 addresses financial operations and adequacy, which is evaluated by accounting for the individual indicators and their overall relationship to College operations. Indicator 1.1.a examines the adequacy of reserves to meet ongoing operating expenses including the College’s ability to absorb or cushion the effect of budget reductions or revenue shortfalls. Indicator 1.1.b provides information about the ability to generate and maintain reserves as well as the ability to endure changes that occur during a fiscal year. Finally, indicator 1.1.c measures the College’s ability to meet its debt obligations.

### *2. Objective 2.0: Financial Resource Management*

Desired Outcome(s)		Indicators	
2.1	Compliance and Transparency.	2.1.a	Annual financial statements.
		2.1.b	Annual Financial Statement Audit.
		2.1.c	Compliance and Accountability Audit (biennial).
		2.1.d	Operations Review (annual).

#### **Rationale**

For the purposes of compliance, accountability, and transparency, the College produces annual financial statements that are reviewed with the Board of Trustees. The statements include comparisons to the previous year and include a number of financial indicators regarding how funds are managed by the College. An annual financial statement audit is conducted by the State Auditor’s Office (SAO) and the results reported to the Board of Trustees. Indicators 2.1.a and 2.1.b demonstrate and provide critical information about the overall financial health of the institution. Additionally, these indicators address the management of financial resources in areas such as internal controls, accuracy of the statements, and provide an official opinion from the

State Auditors Office’s on the statements. The College received an Unqualified Opinion on both the 2013 and 2014 Annual Reports meaning that the statements are fairly presented in accordance with Generally Accepted Accounting Principles (GAAP).

The outcome of 2.1.c is a report identifying any deficiencies in financial and resource management covering broad areas such as internal controls, segregation of duties, compliance with state and federal rules, and compliance with internal policies and procedures. An indicator for 2.1.c is the Unqualified Opinion the College received from the SAO audit of fiscal years 7/1/13 through 6/30/15.

An Operations Review is an in-depth review by a State Board for Community and Technical Colleges (SBCTC) auditor covering a small selection of high risk financial management areas chosen from a more comprehensive listing. The outcome of 2.1.d will pinpoint certain areas to focus on from an internal auditor standpoint, generally focused on state funding that passes through the SBCTC before coming to the College.

### ***3. Objective 3.0: Natural Resource Stewardship***

<b>Desired Outcome(s)</b>		<b>Indicators</b>	
3.1	Electrical consumption it maintained at or below FY 2013 ratio.	3.1a	kWh/FTE/building ft2.
3.2	Natural gas consumption is maintained at or below the FY 2013 ratio.	3.2a	kWh/FTE/building ft2.
3.3	Water consumption is maintained at or below the FY 2013 ratio.	3.3a	Ft3 water/campus ft2.

#### **Rationale**

As a steward of the natural environment, WWCC’s commitment to natural resource stewardship can be demonstrated in a variety of ways. The most impactful measures that capture institution-wide efforts are the consumption of electricity, natural gas, and water. WWCC has and continues to invest in capturing efficiencies that result in reduced consumption. The outcomes are benchmarked to FY 2013. The indicators captured in this objective derive from the College’s Sustainability Plan and are tied to strategic initiatives designed to enhance resource stewardship efforts.

## Conclusion

WWCC's 2015 Year One Self-Evaluation Report strives to demonstrate the College's relentless focus on student success and how the core themes, objectives, and indicators have shaped the direction of the College over the past five years. In the fall of 2010, Walla Walla Community College began to work with the new accreditation standards by holding a college-wide in-service to begin identifying the College's core themes. By year's end, three core themes had been identified with one significant core theme change made in the next year and reported in the Year Three Self-Study report. The three core themes, *Student Success*, *Strong Communities*, and *Resource Stewardship*, represent the values of the WWCC and guides the direction and strategic planning for the future.

The report of the Year Seven evaluation team gave good input and feedback on how the objectives and indicators of WWCC's three core themes could be refined and strengthened. Meetings were held during the spring of 2016 on all campuses to gain input and feedback from staff and faculty regarding additional core theme indicators and these have been embedded in the Year One Self-Evaluation Report. Specific indicators that continue to give clear evidence have been retained. On the other hand, new indicators have been added that give the College knowledge of achievements and gaps that need to be strengthened. Although it has taken time and concerted effort to integrate the core themes into every department across the College, the work has paid off. Staff and faculty feedback indicate that they have greater understanding of the College's mission and greater appreciation for what is needed to help close achievement gaps and strengthen student success.

As the College moves forward, the vision, mission, and core themes continue to drive every budgetary, operating, student success, and instructional decision. WWCC has experienced challenges, but there is great confidence within the internal campus community that the College is stronger for having met those challenges and that communication is clearer and more abundant through every level of the College. There is continuing commitment to provide access and equity to all citizenry in order to move the needle toward educational attainment and to meet the challenges of a diverse student population. The next seven years promise to be exciting as new opportunities emerge with the goal to expand the international student programs and the implementation of applied baccalaureates at WWCC. In this environment the College's mission will continue to thrive and provide high-quality educational programs and services as well as play a key role in increasing educational attainment in rural Southeastern Washington.

**Walla Walla Community College  
Human Resources Office  
Memorandum**

TO: Dr. Derek Brandes, President  
Dr. Marleen Ramsey, Vice President of Instruction  
FROM: Sherry Hartford, Vice President of Human Resources  
DATE: August 11, 2016  
RE: Update on Policy Review Committee

As you are aware, I was tasked with leading the College's initiative to ensure compliance with the NWCCU's 2015 Recommendation that the institution "establish and implement, with Board of Trustee oversight, a process in which institutional policy is regularly reviewed, revised, clearly defined, and accessible to the organization and community (Standard 2.A.6, 2.A.77, 2.A.18, and 2.A.30)". The purpose of this memo is to provide you an update as to the work completed to date.

A working committee consisting of myself and Davina Fogg (co-chair), Jose da Silva, Kathy Adamski, Darlene Snider, and Jerri Ramsey has been established and is meeting regularly. The committee has identified areas in need of development that include:

- 1) Defining level, type, and ownership (accountability) of policies and procedures
- 2) Identifying frequency and process for review
- 3) Identifying standard numbering, formatting and official custodian(s)
- 4) Identifying website location, maintenance, policy communication
- 5) Recommending processes for policy development and approval
- 6) Recommending transition from current to proposed process

To date, the committee is making the following recommendations:

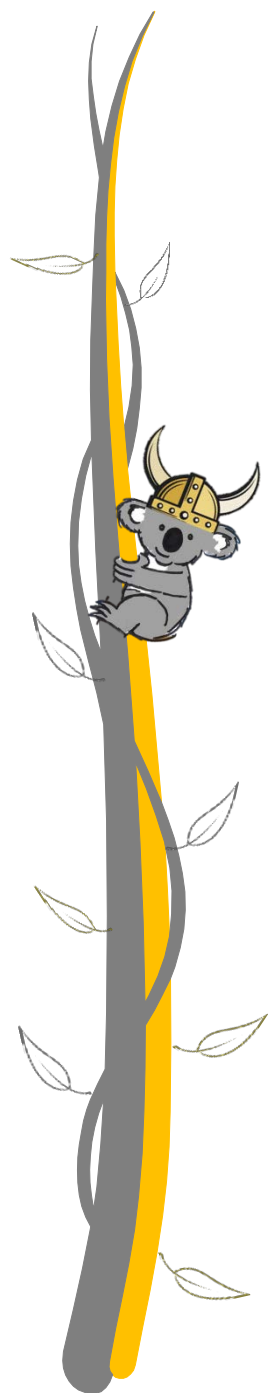
- 1) The college establish three (3) levels of policies/procedures:
  - a. Board Policies
    - i. Policies adopted by the Board as needed for the effective and efficient management of the Board itself and to provide general policy guidance to the college President in the administration of the college. The Board delegates to the President the responsibility of interpreting and implementing Board policy applicable to the administration of the college.
  - b. Administrative Policies
    - i. When necessary, the President or his/her designee shall develop administrative policies.

- c. Procedures
  - i. When necessary, the President or his/her designee shall develop administrative procedures which assign administrative responsibilities and define necessary processes.
- 2) All policies and procedures be compiled and numbered by Jerri Ramsey who will be designated as the College's Policy and Procedure Coordinator. Jerri will ensure new policies and procedures are put on the website so they are available to all faculty, staff, students and the public.
  - a. Jerri establish and maintain the numbering system. The Committee recommends a single index/web location that has all policies and procedures on it.
  - b. We recommend a numbering system that has consistent numbering across Board Policies, Administrative Policies and Procedures, with identifying codes (i.e., BP 100.100, AP 100.100, PR 100.100)
- 3) Policies and procedures follow a standard format. It will include key elements to be contained in all policies, identifying the person responsible for creating it, a review/approval tracking process, and a reference to authority for its establishment (why we need it).

Through work contracted by the SBCTC, a consultant has identified the key policy documents required by the NWCCU, Federal laws, and Washington State requirements.

Next Steps - The Committee will be working on:

- 1) Establishing a flow chart to show how policies and procedures get written, approved, and regularly reviewed.
- 2) Determining how to audit current policies against the key policy documents required.
- 3) Prioritizing the audit and review process to mitigate risk.
- 4) Inviting Dave Stolier, AAG, to campus to train us on what policies need to be WAC'd and how to facilitate that process.



# College-wide Learning Assessment GUIDEBOOK

## Get CwLA-fied!





# College-wide Learning Assessment Guidebook

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# College-wide Learning Assessment Guidebook

## Introduction

Walla Walla Community College is committed to preparing its students for success. Toward that end, WWCC strives to ensure that every student who earns a degree or certificate, whether through academic transfer or workforce programs, achieves college-level knowledge, skills, and abilities in these four areas:

1. Communication
2. Community Engagement
3. Critical Thinking
4. Information and Technology Literacy

These areas constitute WWCC's College-wide Learning Assessment outcomes (CwLAs), which demonstrate our commitment to all students across all college programs. These outcomes were selected based on research into Washington State community colleges, transfer institutions, and national organizations such as the American Association of Colleges and Universities.

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

WWCC MISISON STATEMENT

### **NWCCU ACCREDITATION STANDARD 4.A.3**

THE INSTITUTION DOCUMENTS, THROUGH AN EFFECTIVE, REGULAR, AND COMPREHENSIVE SYSTEM OF ASSESSMENT OF STUDENT ACHIEVEMENT, THAT STUDENTS WHO COMPLETE ITS EDUCATIONAL COURSES, PROGRAMS, AND DEGREES, WHEREVER OFFERED AND HOWEVER DELIVERED, ACHIEVE IDENTIFIED COURSE, PROGRAM, AND DEGREE LEARNING OUTCOMES.

**FACULTY WITH TEACHING RESPONSIBILITIES ARE RESPONSIBLE FOR EVALUATING STUDENT ACHIEVEMENT OF CLEARLY IDENTIFIED**

For more than fifteen years, WWCC has done significant work in outcomes and assessment in academic transfer and in Professional Technical, Nursing and Allied Health, and Corrections education. The establishment of CwLAs represents a convergence of these areas by building on the established culture of continuous assessment and improvement to bring together all areas of the college with a focus on common learning goals. This ongoing work dovetails with Northwest Commissions on Colleges Universities (NWCCU) accreditation standards and recommendations for accreditation from the 2015 accreditation visit.<sup>1</sup>

<sup>1</sup>Recommendation 2: The evaluation committee recommends that the institution develop and implement a systematic and college-wide general education assessment program (Standards 2.C.10, 2.C.11, 4.A.2, 4.A.3, and 4.B.2).

Recommendation 3: The evaluation committee recommends that the institution document, through an effective, regular, and comprehensive system of assessment, that students achieve identified learning outcomes at the course and transfer degree level. The College should then utilize the results of its assessments to inform academic and learning-support planning and practices that lead to the enhancement of student learning achievements (Standard 4.A.3 and 4.B.2).



# College-wide Learning Assessment Guidebook

## College-wide Outcomes and Learning Assessment

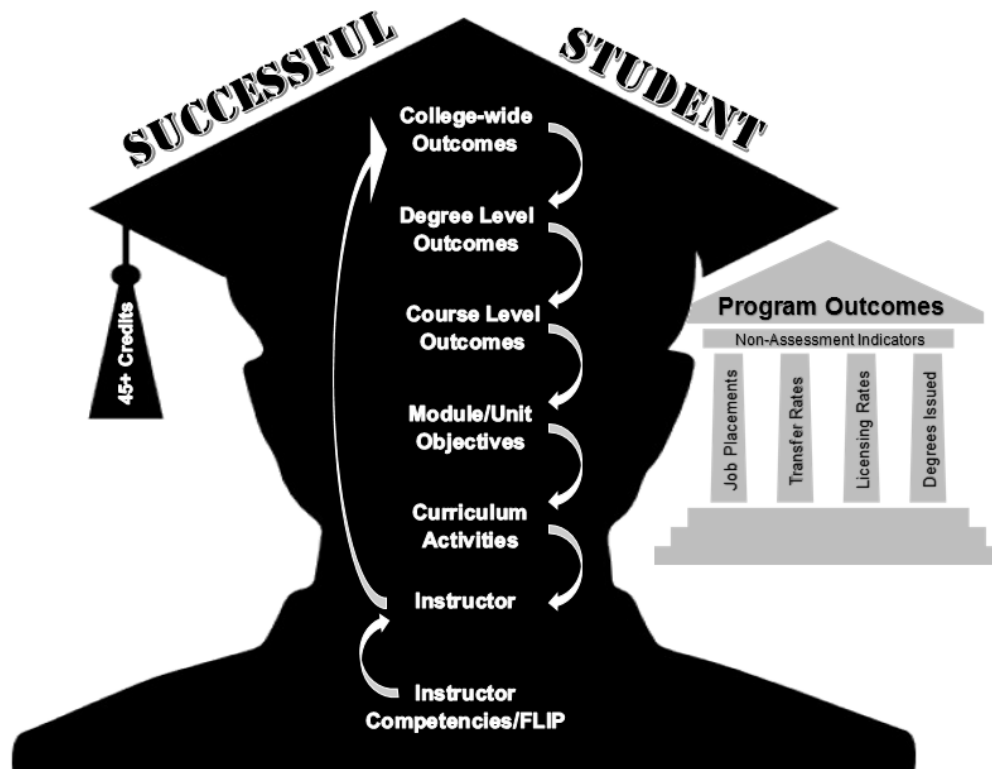
WWCC has invested significant time and effort in identifying learning outcomes as well as developing a systematic and sustainable assessment process. Up to this point, academic transfer and professional technical programs had each developed outcomes assessment practices. The NWCCU's 2015 Year Seven accreditation visit contained recommendations to combine all programs and campuses under a single college-wide general education outcomes assessment program, to ensure that the assessment system documents that students achieve identified learning outcomes at the course and transfer degree level, and to use the results of assessments in improving our practices to enhance student learning achievements .

Since receiving this recommendation in October 2015, the AA/AS Degree Outcomes and Assessment Committee has expanded to include representatives from across all divisions, programs, and campuses. The AA/AS Degree Outcomes and Assessment Committee transformed into the College-wide Outcomes and Learning Assessment Committee (CwOLA) and drafted a charter that reflects its expanded mission. The CwLA cycle brings together all aspects of assessing and documenting student achievement of learning objectives and creates a mechanism for continuous improvement through the feedback loop. This guidebook represents the first steps in documenting the cycle and is subject to change as the iterative process suggests.



# College-wide Learning Assessment Guidebook

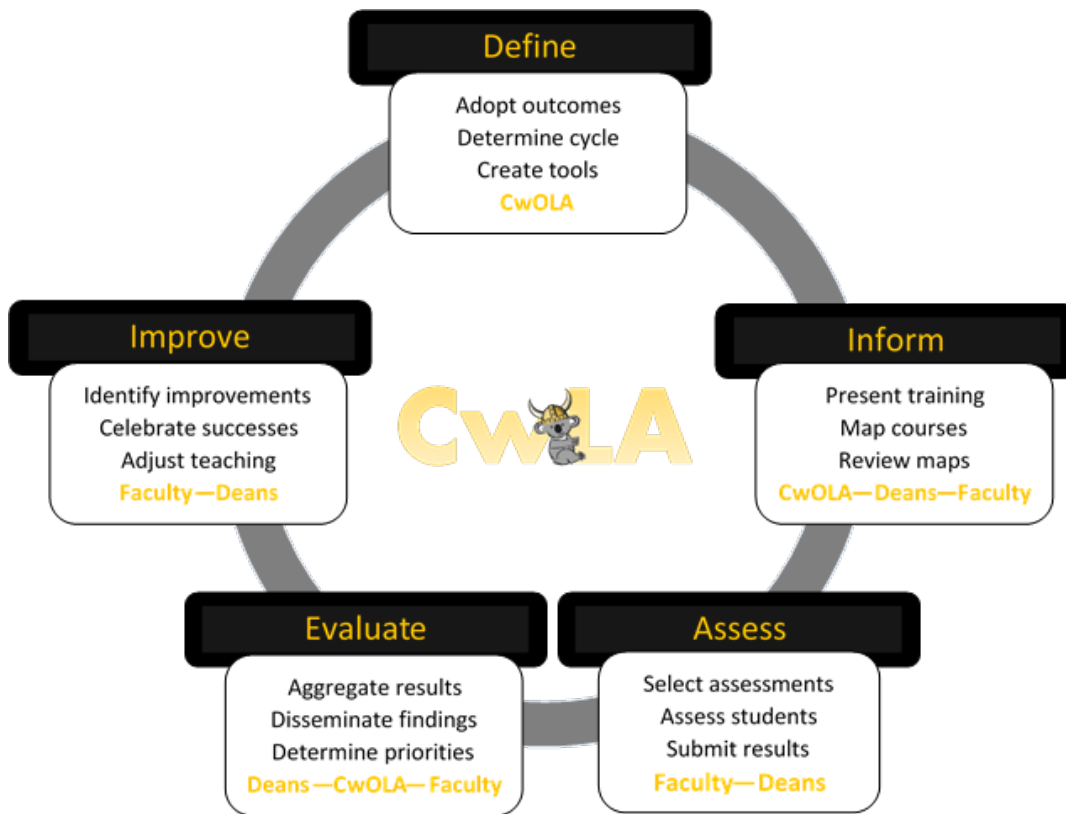
## Assessment Infographic



Student attainment of college-wide learning outcomes begins with individual instructors. Their work provides the foundation of student learning. Instruction is informed by professional development focusing on instructional competencies (such as Student Success Strategies) that form part of a Faculty Learning Improvement Plan (FLIP). The instructor enhances student success by designing assignments with objectives that align with outcomes from the module/unit, course, and degree, as well as with the college-wide learning outcomes. This alignment gives students repeated practice at mastering the knowledge, skills, and abilities that form the outcomes, and thereby increase the likelihood that they will emerge from the college having mastered those outcomes.

# College-wide Learning Assessment Guidebook

## Assessment Cycle



Cultivating continuous improvement takes place not just in instruction but also in the work of assessing WWCC's success at establishing and defining appropriate college-wide learning outcomes, communicating those to faculty, and refining the process for optimal student success. The assessment cycle is designed to incorporate feedback at every step and to include faculty in all activities. In future cycles, the "define" stage will include a review of the cycle and tools and refinement as necessary.

# College-wide Learning Assessment Guidebook

## Assessment Schedule

**DI**  
Define and Inform

**Map**

**A**  
Assess

**E** Evaluate  
(\*Summary Report)

**I**  
Improve

Quarter	Information and Technology Literacy	Critical Thinking	Communication	Community Engagement
Summer 2016	DI	DI	DI	DI
Fall 2016	Draft Map	Draft Map	Draft Map	Draft Map
Winter 2017	Draft Map	Draft Map	Draft Map	Draft Map
Spring 2017	Final Map	Final Map	Final Map	Final Map
Fall 2017				DI
Winter 2018				A
Spring 2018				E*
Fall 2018			DI	I
Winter 2019			A	
Spring 2019			E*	
Fall 2019		DI	I	
Winter 2020		A		
Spring 2020		E*		
Fall 2020	DI	I		
Winter 2020	A			
Spring 2020	E*			
Fall 2020	I			DI



# College-wide Learning Assessment Guidebook

## CwLAs

CwLA [Name]				
College-wide Outcome: Statement of essential skills, abilities, and attitudes that students will acquire throughout their course of study.				
Indicators	Mastering	Achieving	Developing	Beginning
Indicator 1	Demonstrates a sophisticated ability to ... (e.g., <b>example wording only to show levels</b> )	Finds appropriate ...	Identifies ... but struggles with ...	Attempts ...
Indicator 2	Shows advanced ...	Evidence of ...	Issues ... are apparent ...	Some evidence ...
Indicator 3	Effectively evaluates and selects ...	Selects appropriate ...	Needs repeated assistance ...	Shows limited strategies ...
Indicator 4	Predicts ... Practices ... Independently ...	Predicts ... Practices ... with little assistance ...	Some evidence ... Some ownership ...	Demonstrates minimal effort ...
Notes:	Relevant notes			

With the participation of faculty, staff, and administration from across the college, four College-wide Learning Assessment outcomes (CwLAs) were identified in 2016 as essential for all students who graduate from WWCC with a degree or certificate over 45 credits. These outcomes are commonly identified by two- and four-year academic institutions and by employers as essential for student success in college and career. The four areas are Communication; Community Engagement; Critical Thinking; and Information and Technology Literacy.

The CwLA template was used as a basis for creation of the individual CwLA Rubrics. Consistent student performance criteria were identified for each level of mastery, which will guide objective assessment and documentation of student achievement.



# College-wide Learning Assessment Guidebook

## Communication

<b>College-wide Outcome:</b> the ability to create meaning and enhance understanding between author and audience by listening, reading, speaking, and writing effectively.			
<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Indicator 1: Composes developed and supported communication.</b>			
Composes communication that conveys a deep understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources and source types in support of an original idea.	Composes communication that conveys an effective understanding of a specific topic by synthesizing credible, relevant evidence from a variety of sources in support of an original idea.	Composes communication that conveys a broad understanding of a topic with attempts at using some relevant and/or credible sources in support of an idea.	Composes communication that focuses on a general topic and uses evidence in support of claims about that idea.
<b>Indicator 2: Demonstrates integrative communication.</b>			
Chooses content, tone, syntax, and formatting appropriate for a specific audience, discipline, or context in a way that communicates meaning with clarity and fluency as well as demonstrates awareness of the interdependence of language and meaning, thought, and expression.	Chooses content, syntax, and formatting appropriate for a certain audience or discipline in a way that communicates meaning with clarity as well as demonstrates awareness of the interdependence of language and meaning.	Chooses content, syntax, or formatting appropriate for a certain discipline in a way that communicates meaning with only a few points of confusion and demonstrates some awareness of the relationship between form and content.	Chooses content, syntax, or formatting appropriate for a specific assignment but may not demonstrate an awareness of audience or discipline. Attempts but struggles to communicate ideas clearly to readers.
<b>Indicator 3: Organizes information logically.</b>			
Consistently applies a logical structure designed to support a specific, unified idea, theme, or thesis and signals this organization clearly to the audience using strategies appropriate to a specific discipline.	Consistently applies a logical structure designed to support a unified idea, theme, or thesis and signals this organization to the audience using appropriate strategies.	Applies a recognizable structure in support of a broad idea, theme, or thesis with some attempt to signal this organization to the audience.	Attempts to apply a formulaic structure in support of a broad idea, theme, or thesis but may not signal this organization to the audience.
<b>Indicator 4: Interprets communication.</b>			
Applies strategies that relate ideas, structure, or other features of the text to build knowledge or insight. Recognizes implications of a text for contexts, perspectives, or issues beyond the assigned task or the explicit message of the communication.	Identifies relationships among ideas, structure, or other features of a text to evaluate how they support an advanced understanding of the communication as a whole. Uses the text, and general or contextual knowledge, to draw more complex inferences about the message and attitude intended by the communication.	Identifies relationships among ideas, structure, or other features of a text and recognizes how they support the main idea and draws basic inferences about context and purpose of the communication.	Identifies features of a text (e.g. content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks and apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
<b>NOTES:</b>	<b>Communication</b> can take the form of, but is not limited to, essays, videos, tri-folds, web pages, articles, multi-media presentations, memos, reports, speeches, etc. All of these might also be referred to as “ <b>texts</b> ” whether or not they are in written form.		





# College-wide Learning Assessment Guidebook

## Community Engagement

<b>College-wide Outcome:</b> Express the value of cultural differences and commonalities among people and engage with others in the learning environment and community with respect for those differences.			
Mastering	Achieving	Developing	Beginning
<b>Indicator 1: Recognizes cultural assumptions.</b>			
Recognizes own unique qualities shaped by culture and how culture impacts their attitude, beliefs, and experiences. Articulates insights into own cultural rules and biases.	Defines culture as including multiple components. Identifies aspects of own culture and how these aspects impact their perspective.	Identifies some aspects of own cultural assumptions and demonstrates a limited understanding of how culture impacts their perspective	Defines culture in a simplistic way and attempts to identify own cultural assumptions and biases.
<b>Indicator 2: Demonstrates integrative community engagement.</b>			
Analyzes, integrates, and applies knowledge from multiple points of view, and can work effectively with people who are different from them. Initiates and develops productive interactions with those who are different.	Identifies how differences can enhance team performance and applies that understanding to action. Demonstrates openness and intellectual curiosity toward those who are different.	Identifies how differences can enhance team performance but struggles to apply that understanding to action. Demonstrates some openness to those who are different.	Makes an effort but is uncomfortable interacting with people who are different. Attempts to identify how differences enhance teamwork.
<b>Indicator 3: Develops social responsibility.</b>			
Engages communities as a way to break down barriers between people of different cultures and to better the community.	Articulates systemic causes for societal issues and identifies how one's engagement in the community could have an impact.	Articulates that many cultural factors influence societal issues and that community engagement may impact these issues.	Articulates societal issues through one's perspective and maintains a limited view on community engagement.
<b>NOTES:</b>	Engaged students respectfully participate as citizens of local, global, and digital communities. Engagement requires the evaluation of one's own culture or world view, as well as the views of others. Awareness stems from a clear and coherent understanding of how cultures can interact to positively affect individuals, communities, and circumstances.		



# College-wide Learning Assessment Guidebook

## Critical Thinking

<b>College-wide Outcome:</b> Comprehensive exploration of ideas, issues, artifacts, and experiences across college disciplines that transfer to new, complex situations within and beyond the campus. This includes both quantitative and non-quantitative problem solving.			
<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Indicator 1: Defines problem, selects topic, or explains issues.</b>			
Articulates problem, topic, or issue logically and clearly. Represents all relevant information in a way that shows an understanding of the objective(s).	Articulates problem, topic, or issue using adequate details. Represents some relevant information in a way that shows an understanding of the objective(s).	Articulates problem, topic, or issue but leaves out relevant information. Represents some information in a way that shows a partial understanding of the objective(s).	Articulates problem, topic, or issue but only in a general way. Represents unrelated information in a way that shows limited understanding of the objective(s) and includes irrelevant information.
<b>Indicator 2: Analyzes strategies, research, or evidence.</b>			
Analyzes multiple strategies, resources, evidence, and/or assumptions. Demonstrates various approaches that apply to the objective(s).	Analyzes multiple strategies, resources, evidence, and/or assumptions. Demonstrates some approaches that apply to the objective(s).	Analyzes some strategies, resources, evidence, and/or assumptions. Demonstrates one or too few approaches that apply to the objective(s).	Identifies strategies, resources, and evidence, and/or makes assumptions, some of which are irrelevant to the objective(s).
<b>Indicator 3: Articulates a solution, a process/product plan, or a position (perspective, thesis/hypothesis).</b>			
Articulates a solution, process/product plan, or position in an imaginative, clear, and focused way that integrates relevant information linked to the scope of the objective(s).	Articulates a solution, process/product plan, or position in a clear and focused way that integrates some relevant information linked to the scope of the objective(s).	Articulates a solution, process/product plan, or position that includes some information unrelated to the scope of the objective(s).	Articulates a solution, process/product plan, or position, but in a vague way.
<b>Indicator 4: Implements a solution, develops a process/product, or forms a conclusion.</b>			
Implements a solution, creates a process/product, or tests a position that reflects a thorough and insightful understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that reflects a general understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that reflects a limited understanding of the objective(s).	Implements a solution, creates a process/product, or tests a position that is not related to the objective(s).
<b>Indicator 5: Demonstrates integrative thinking.</b>			
Adapts and applies techniques, methods, and theories gained in one situation to a new situation to resolve challenging and complex problems or issues in new ways.	Adapts and applies techniques, methods, and theories gained in one situation to a new situation to explain problems or issues.	Applies techniques, methods, and theories gained in one situation to a new situation, but in way that only partially explains problems or issues.	Identifies the techniques, methods, and theories gained in one situation to use in a new situation.



# College-wide Learning Assessment Guidebook

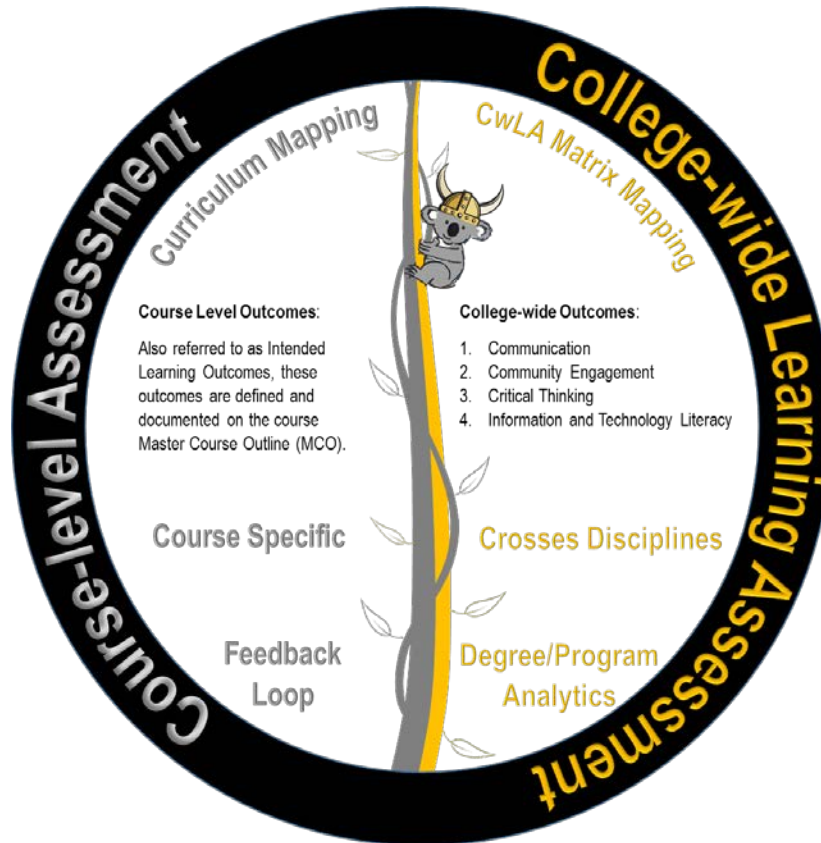
## Information and Technology Literacy

<b>College-wide Outcome:</b> The ability to use modern digital and industrial devices to accomplish tasks.			
<b>Mastering</b>	<b>Achieving</b>	<b>Developing</b>	<b>Beginning</b>
<b>Indicator 1: Manages and utilizes information.</b>			
Finds, evaluate, and organizes complex data above and beyond the requirements of the task.	Finds, evaluates, and organizes appropriate information required for the task.	Identifies information needed for the task but requires assistance with next steps in process.	Requires multiple instances of support through the information gathering process.
<b>Indicator 2: Interprets, integrates, and communicates information.</b>			
Analyzes and synthesizes data, going well beyond requirements when communicating results using oral, written, graphic, pictorial, or multimedia methods. Uses data in an ethical manner.	Analyzes and synthesizes data, meeting all requirements when communicating results using oral, written, graphic, pictorial, or multimedia methods. Uses data in an ethical manner.	Analyzes and synthesizes data and communicates results using oral, written, graphic, pictorial, or multimedia methods with limited assistance. Uses data in an ethical manner with some assistance.	Attempts to analyze and/or synthesize data require multiple instances of support. Attempts to communicate results are incomplete or confusing. Uses data in an ethical manner with repeated assistance.
<b>Indicator 3: Selects and applies technology.</b>			
Evaluates and selects the best technology for desired results. Demonstrates independent use of technology, if required. Uses technology safely and competently.	Selects appropriate technology and demonstrates use of it (if required) with minimal assistance. Uses technology safely.	Selects appropriate technology with repeated assistance. Demonstrates use of technology but requires assistance. Uses technology safely with limited reminders.	Demonstrates limited strategies for selecting and using technology to complete tasks. Requires extensive help. Uses technology safely with frequent reminders.
<b>Indicator 4: Manages and troubleshoots technology.</b>			
Predicts the impact of action (or inaction) on maintaining technology and takes steps to prevent performance problems with it. Practices regular, routine maintenance independently.	Predicts the impact of action (or inaction) on maintaining technology and takes steps to prevent performance problems with it. Practices regular, routine maintenance with little assistance.	Takes steps to maintain technology or diagnose problems to correct performance issues infrequently. May seek help but will take little ownership of resolving the problem.	Identifies steps to maintain technology or diagnose problems to correct performance issues. Requires help to perform maintenance tasks.
<b>NOTES:</b>	<b>Technology</b> can mean any digital or industrial device used to accomplish a task (e.g., blood pressure monitor, computer, drone, labkit, calculator, etc.). <b>Data</b> can mean any information used to accomplish a task.		



# College-wide Learning Assessment Guidebook

## Outcomes




Curriculum mapping happens at the course level and uses course level outcomes. Faculty map activities, assignments, and assessments to course level outcomes (intended learning outcomes) to make sure students have opportunity to learn and demonstrate their learning of all course outcomes.

Course mapping happens at the program or department level. Groups of faculty, with dean and CwOLA support, map which college-wide outcomes are explicitly taught at a high level in their program or department's courses. Doing this develops a matrix showing how a student would demonstrate achievement of all four college-wide outcomes by the time he or she completes the degree or 45+ credit certificate.

Assessment at the college-wide level in addition to course-level assessment closes the feedback loop to inform our practice at all levels and ensure responsive education.

# College-wide Learning Assessment Guidebook

## Determining the Level of Intentional Teaching

Lower Level of Intentional Teaching of Indicator		Higher level of Intentional Teaching of Indicator
Remembering & Understanding	<b>Applying &amp; Analyzing</b> (Context dependent as to whether higher or lower) 	Evaluating & Creating
Recognizing, discussing, listing, describing, retrieving, naming, finding, explaining ideas or concepts, interpreting, summarizing, paraphrasing, classifying	Using information in a familiar situation, implementing, carrying out, using, breaking information into parts to explore understandings and relationships, comparing, organizing, deconstructing, finding	Justifying a decision or course of action, checking, hypothesizing, critiquing, experimenting, judging, generating new ideas/products/ways of viewing things, designing, constructing, planning, producing, inventing

### Common Outcome Words with Synonyms

Discuss	Explain, Describe, Paraphrase, Estimate, Infer
Describe	Identify, List, State, Name, Select, Locate, Outline, Recite
Analyze	Examine, Compare, Investigate, Differentiate, Organize, Sort
Combine	Synthesize, Compose, Plan, Hypothesize, Generate, Invent
Solve	Evaluate, Assess, Conclude, Appraise, Judge, Critique
Apply	Modify, Build, Produce, Prepare, Choose, Demonstrate, Perform

Working together, faculty teaching each course will review the intended learning outcomes and their teaching plans to determine the level of intentional teaching – High, Low, or None – for each indicator of the four CwLAs. Although different instructors may teach the course in various modalities, the course is mapped to the indicators showing the best overall fit for all instructors.



# College-wide Learning Assessment Guidebook

## CwLA Department Matrix

Department					Community Engagement			Critical Thinking					Information and Technology Literacy			
Accounting	Communication				Community Engagement			Critical Thinking					Information and Technology Literacy			
Courses	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4
ACCT 115	L	N	L	N				H	H	L	L	L	H	H	H	L
ACCT 175	N	N	H	N				L	L	L	H	H	H	H	L	L
ACCT 199																
ACCT&201	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&202	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&203	N	L	H	N				L	L	H	H	H	H	H	N	N
ACCT 204	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 205	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 209	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 216	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 297																
For each indicator, document the level of <b>intentional teaching</b> given to each indicator: (L) Low – minor to moderate attention; introduces or briefly covers the concept(s) (H) High – major attention; reinforces the ability; comprehensively covers the concept(s) (N) None – concept(s) not covered; does not apply																

The results of faculty review will be documented on the CwLA Department Matrix.

This process is done once each cycle for every program or department, developing one CwLA Department Matrix that shows the level of intentional teaching in each course for each CwLA Indicator.

After all courses are documented, the faculty and deans will review to ensure that there is adequate coverage of appropriate CwLA indicators within the department.



# College-wide Learning Assessment Guidebook

## CwLA Degree Matrix

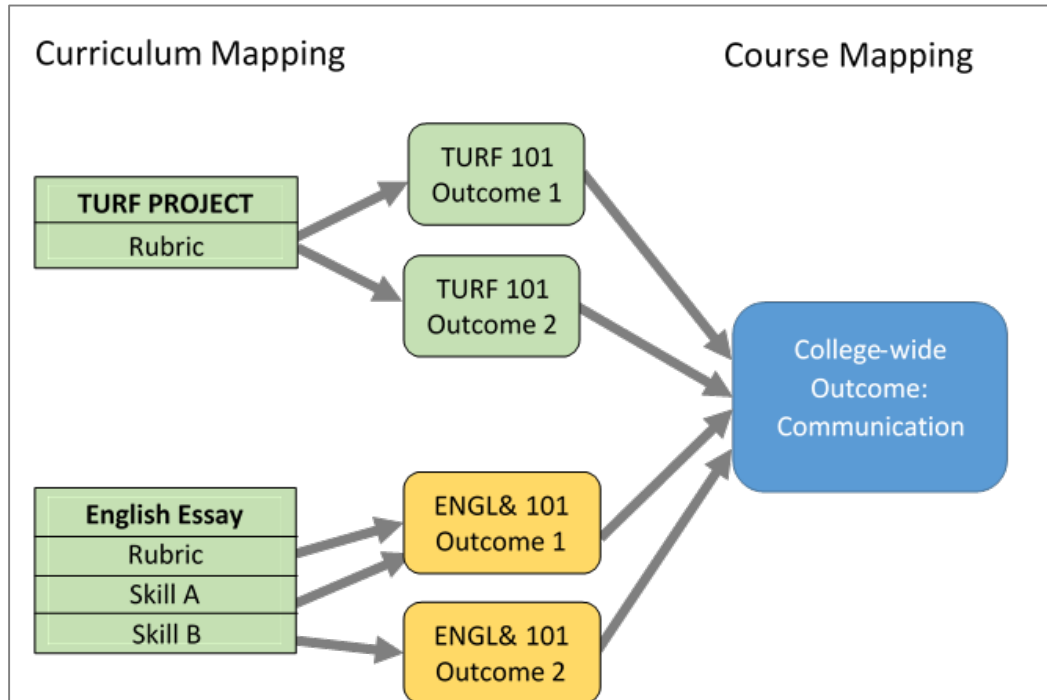
DEGREE AAAS- Accounting	Communication				Community Engagement			Critical Thinking					Information and Technology Literacy			
	1	2	3	4	1	2	3	1	2	3	4	5	1	2	3	4
ACCT 115	L	N	L	N				H	H	L	L	L	H	H	H	L
ACCT 175	N	N	H	N				L	L	L	H	H	H	H	L	L
ACCT&201	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&202	N	L	H	N				H	H	H	H	H	H	H	N	N
ACCT&203	N	L	H	N		L	L	H	H	H	H	H	H	H	N	N
ACCT 204	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 205	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 209	N	N	L	N				L	L	L	L	L	L	L	L	L
ACCT 216	N	N	L	N				L	L	L	L	L	L	L	L	L
BUS& 101																
BUS 112																
BUS 125																
BUS 136																
BUS 137																
BUS 157 (L)																
BUS 192																
BUS 217																
BUS 218																
BUS 291																
SMST& 220 (O)																
CS 110																
For each indicator, document the level of <b>intentional teaching</b> given to each indicator: (L) Low – minor to moderate attention; introduces or briefly covers the concept(s) (H) High – major attention; reinforces the ability; comprehensively covers the concept(s) (N) None – concept(s) not covered; does not apply																

After all courses have been mapped, they will be re-sorted to show all courses in each degree or certificate over 45 credits. Together, deans and faculty will review the maps to ensure that there is adequate coverage of each CwLA indicator within the degree sequence.



# College-wide Learning Assessment Guidebook

## Mapping



Curriculum Mapping is the process of identifying how lessons, activities, and assignments in a course work together to help students achieve the intended course outcomes.

During the 2016-17 academic year, a small group of faculty will practice using Canvas analytics as a feedback system to assess how students are meeting learning outcomes. Faculty will then use this information to inform teaching practice. This pilot is the first step in meeting the recommendation from the accreditation evaluation team to develop and implement a systematic and college-wide learning assessment process. Faculty involved in the pilot this year will receive a stipend for their work with the expectation that they will then become “trainers” and help train other faculty in using Canvas analytics to align course learning outcomes with assignments and course work. Creating this kind of feedback system will take time but will certainly strengthen WWCC’s effort to create a culture of evidence to inform effective teaching practice.



# College-wide Learning Assessment Guidebook

## Instructional Competencies

There are six instructional competency areas that are valued for all teaching faculty at WWCC. These essential instructional competencies focus on student success, equity, and teaching. Faculty members will work with their dean to develop a Faculty Learning Improvement Plan (FLIP) that focuses on the learning outcomes and indicators of the six essential instructional competencies. The FLIPs are created at the beginning of each three-year evaluation cycle and form a significant part of the contractual evaluation process.

The six areas of instructional competency were developed by a subcommittee of the Achieving the Dream Committee that met throughout the 2015-2016 academic year. These were then incorporated into evaluation forms revised with AHE input. The six areas are as follows:

1. Student Success Teaching Strategies
2. Outcomes-Based Design
3. Assessment
4. Equity, Diversity, and Cultural Inclusivity
5. Digital and Information Literacy
6. Commitment to Professional Development and College Life



# College-wide Learning Assessment Guidebook

## Terminology

**Alignment** - The degree to which course activities are directly related to intended learning outcomes and intended learning outcomes are related to college-wide outcomes.

**Assess** - The third step in the Assessment Cycle. Individual courses are designated for assessment, faculty identify which assignment/activity will be used for assessment, faculty perform the assessment, and results are returned to a central collection area.

**Assessment Cycle** – Encompasses the five steps (Define, Inform, Assess, Evaluate, and Improve) as well as the multi-year timeframe to complete the assessment cycle for the CwLA outcomes.

**College-wide Learning Assessment (CwLA)** – Used to describe the overall process for assessing college-wide learning outcomes; also used collectively to refer to the four college-wide learning outcomes. CwLAs are broad statements of essential skills, abilities, and attitudes that students will acquire throughout their course of study. The four CwLA outcomes are: Communication, Community Engagement, Critical Thinking, and Information and Technology Literacy.

**College-wide Outcomes and Learning Committee (CwOLA)** – The committee that oversees the CwLA assessment process and cycle.

**Course Level Outcomes** – see Intended Learning Outcomes.

**Course Mapping** – Process to identify which CwLA indicators, and the level at which they are intentionally taught, for each course. Mapping results are documented on the CwLA Matrix.

**Curriculum Mapping** – Process to identify how lessons, activities, and assignments in a course work together to help students achieve the intended course outcomes.

**CwLA Matrix** – List of courses as they are mapped to CwLA indicators. This will be sorted to show all courses offered by department (department matrix) as well as courses required for degrees (degree matrix).

**CwLA Rubric** – Scoring chart containing CwLA outcome definition, indicators, and performance criteria for each level of mastery. Each CwLA outcome will have three to five indicators.

**Define** – The first step in the Assessment Cycle. CwLA outcomes and their rubrics are first defined and adopted or, in later cycles, confirmed or modified. The overall cycle is reviewed and adjusted as necessary, and tools are also created or improved during this step.

**Degree Outcomes** – Statement of expectation for what the student will be able to do or demonstrate as a result of the sequence of course within the degree or certificate program.

**Evaluate** – The fourth step in the Assessment Cycle. Results are input into the CwLA database and aggregated. Summary reports are produced, disseminated and interpreted so that priorities for action may be determined.

**Faculty Learning and Improvement Plan (FLIP)** – The document in which the faculty member addresses his or her growth in the essential instructional competencies, contributions to the profession, and service to the District and community.

**Feedback** – Information that is used to determine the need for improvement. Feedback goes two ways and includes summary reports and their interpretation as well as documentation of



# College-wide Learning Assessment Guidebook

how results are used to inform change and how well the process and various tools worked or might be improved.

**Improve** – The fifth step of the Assessment Cycle. Using the feedback provided in the Evaluate step, faculty determine whether and where improvement action needs to be taken. Changes are incorporated into classroom activities as appropriate. Successes are identified and celebrated.

**Inform** – The second step in the Assessment Cycle. Includes training of faculty in the concepts and tools involved in the CwLA process. Courses are mapped to CwLA indicators and documented on the CwLA Matrix. Department and Degree matrixes are created and reviewed during this step.

**Instructional Competencies** – The six essential instructional competency areas that are valued for all teaching faculty at WWCC. These include: outcome-based design; student success teaching strategies; assessment; equity, diversity, and cultural inclusivity; digital and information literacy; and commitment to college life and professional development.

**Intended Learning Outcomes** (also referred to as course level outcomes) – Statement of expectation for what the students should be able to do or demonstrate by the end of the course. Documented on the course Master Course Outline (MCO).

**Level of Intentional Teaching** – Used to map the course to the CwLA matrix for each indicator. Levels are defined as: Low (minor to moderate attention; introduces or briefly covers the concept); High (major attention; reinforces the ability; comprehensively covers the concept); and None (concept not covered).

**Level of Mastery** – Indicates at what level the student is performing when the CwLA is assessed. These include Beginning; Developing; Achieving; and Mastering.

**Map** – Part of the Inform step of the Assessment cycle. Intended Learning Outcomes are mapped to Degree Outcomes and CwLA Indicators

**Mapping** – A term to describe how one element of a course is related to helping students achieve the broader outcome. See Curriculum Mapping and Course Mapping.

**Master Course Outline (MCO)** – The document submitted to Curriculum Committee for approval of the course description, intended learning outcomes, course topics, and other course information. Also sometimes used to refer to the course information found in the eCatalog.

**Online Catalog Administrator (OCA)** – The software program used to produce the eCatalog and print catalog. Faculty upload course syllabi in the OCA for exposure on the course page in the eCatalog.

**Outcomes** – Statements of measurable behavior learners can reliably demonstrate at the end of an individual course and at the end of their program of study.

**Program Outcomes** – Statements of achievement that the department wants to achieve; not directly related to teaching and learning and not assessed by faculty.

**Student Performance Criteria** – Definition of achievement that indicates the level of mastery for each indicator.



# College-wide Learning Assessment Guidebook

Prepared by: College-wide Outcomes and Learning Assessment Committee  
Chair: Richard Middleton-Kaplan, Dean of Arts and Sciences  
September 9, 2016  
Version 1





August 30, 2016

## MEMORANDUM

TO: Karen Kirkwood, Stacy Simmelink-Johnson, Matt Stacy, Matt Williams, Sara Egbert, Jeremiah Burt, Chris Mehl, Joe Cooke, Krista Mahan, Lori Loeth, Jennifer Vaughn, Gwen Stahnke

FROM: Marleen Ramsey, Vice President of Instruction  
David Owens, Faculty Outcomes Coach

SUBJECT: Invitation to Participate in Canvas Analytics (Curriculum Assessment) Pilot Project

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In response to the Northwest Commission for Colleges and Universities' recommendation that WWCC develop an effective and systematic way to assess course learning outcomes and then use these assessments to inform teaching practice, we are implementing a **Canvas Analytics Pilot Project** this year. Because of your demonstrated interest in student success, willingness to work with Canvas, and commitment to teaching innovation, we are inviting you to participate in this pilot project. Each participant will be given a stipend of \$750 (\$250/quarter) and 1 PIU for the work that is done in this project. David Owens, faculty coach, will facilitate this learning through several sessions during the year. Additionally David will be available to work with you on a one-to-one basis as needed. Here is the schedule for the pilot project:

### Fall quarter 2016

- Session 1 – Curriculum mapping
- Session 2 – Improving and creating outcomes in Canvas
- Session 3 – Creating using rubrics

### Winter quarter 2017

- Session 4 – Trouble-shooting
- Session 5 – How to interpret analytics (mid quarter)

### Spring quarter 2017

- Session 6 - Interpreting summative analytics
- Session 7 - Making substantive, data-driven changes in teaching practice

The first session will be on **Monday, September 12 at 1 pm in the Resource Room** (WWCC Library) and the rest of the sessions will be scheduled roughly once a month based on availability of participating members. This project is voluntary, so please do not feel pressure to participate. However, if you would like to be a part of this pilot, please let David and me know by September 9<sup>th</sup>.