Addendum to the Mid-Cycle
Self-Evaluation Report

Submitted to Northwest Commission on Colleges and Universities

September 2018

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Introduction

Walla Walla Community College underwent its Year Seven Self-Evaluation in October 2015. In a letter dated January 29, 2016 to Dr. Steven VanAusdle, WWCC President at the time, Dr. Sandra E. Elman, NWCCU President, reported that the Board of Commissioners had reaffirmed WWCC's accreditation. The letter also stated that, "In reaffirming accreditation, the Commission requests that the College submit its Year One *Mission and Core Themes* Report in Fall 2016. In addition, the Commission requests that the College submit an addendum to its Fall 2018 Mid-Cycle Self-Evaluation Report to address Recommendations 1, 2, and 3 of the Fall 2015 Year Seven Peer-Evaluation Report. In taking these actions, the Commission finds that Recommendations 1, 2, and 3 of the Fall 2015 Year Seven Peer-Evaluation Report are areas where Walla Walla Community College is substantially in compliance with the Commission criteria for accreditation, but in need of improvement."

In the Year One *Mission and Core Themes* Report that WWCC submitted in Fall 2016, a statement of progress and work to address Recommendations 1, 2, and 3 was included. This addendum will update the progress that WWCC has made since Fall 2016 in addressing each of these recommendations. Listed below are the three recommendations:

1. **Recommendation One**:
   The evaluation committee recommends 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.17, 2.A.18, and 2.A.30).

2. **Recommendation Two**:
   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).

3. **Recommendation Three**:
   The evaluation committee recommends that the institution document, through an effective, regular, and comprehensive system, 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).

Overview of Recommendation One

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, along with additional responsibilities, oversight for the work of establishing and implementing a process in which administrative and institutional policies are reviewed and revised on a regular basis. The College had an extensive binder with policies and procedures dating back to the origin of the institution.

Since receiving this recommendation a Policy Committee was formed, co-chaired by the Vice President of Human Resources and the Vice President of Administrative Services, with representation from the President's Office, Instruction, and Student Affairs. The Policy Committee's work began in earnest during the summer of 2016. One of the first tasks of this committee was to establish a clear process for bringing a policy proposal forward and to create the forms whereby this could formally be done. In August of 2016 the following letter from the Vice President of Human Resources was sent to President Brandes outlining the work plan of the Policy Committee:

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.

During 2016-17 the Policy Committee met on a regular basis to identify a process for establishing policy development and review. Work also transpired on reviewing policies, sunsetting the policies that were no longer active or relevant, and determining which units each of the existing policies belonged in (i.e., Instructional policy, Student Affairs policy, Human Resource Policy, etc.). It was also determined that some of the policies needed to go through the process of being placed in the Washington Administrative Code (WAC) system.

Progress to Date

Notable progress has been made on the six development areas that were outlined in the letter of August 11, 2016, which is included in this report. Each area will be discussed in this section.

1) **Defining level, type, and ownership (accountability) of policies and procedures**.
   Defining level, type, and ownership of policies and procedures is ongoing, however, the
   Policy Committee has organized an institutional structure to classify where each policy or

procedure belongs. The evidence of this work can be seen on the link to the Policy and Procedure webpage https://www.wwcc.edu/policies-procedures/.

2) **Identifying frequency and process for review**.
The frequency of reviewing specific policies and procedures has not yet been settled upon. However, the Policy Committee has established a format for i) a New Policy/Procedure *Development* Process and, ii) a Policy/Procedure *Review* Process. This involved a lengthy operation to ensure that all stakeholders were involved and informed. The forms were brought before a number of committees for review, input, and then final approval. These two documents can be found as Attachment One and Attachment Two in the Appendix at the end of this report.

3) **Identifying standard numbering, formatting and official custodian(s)**.
The Rules Coordination Office has been established and oversees Walla Walla Community College's rule-making process, including the review, creation, amendment, and repeal of WWCC's Washington Administrative Code (WAC) rules. The Rules Coordination Office maintains the College rule-making docket; plans and facilitates public hearings; produces the required legal notices; and publishes all pertinent data on the WWCC webpage. The Executive Assistant to the President is entrusted with this work and is the official custodian with the title, Walla Walla Community College Rules Coordinator. The evidence of this work can be seen on the following link: https://www.wwcc.edu/rules-coordination-office/.

Standard numbering and formatting of WWCC's policies and procedures can also be seen on the Policy and Procedures web link https://www.wwcc.edu/policies-procedures/. Standard numbering and formatting is structured this way:

Section 1000:   Board of Trustees
Section 2000:   Administration
Section 3000:   Campus Safety and Facilities
Section 4000:   Financial Operations
Section 5000:   Human Resources
Section 6000:   Instruction
Section 7000:   Student Affairs
Section 8000:   Technology

4) **Identifying website location, maintenance, policy communication**.
Although there is still work to be done, establishing a website location, which includes a Policy and Procedures home page as well as a Rules Coordination Office, has been key to developing an infrastructure to maintain, monitor, and communicate policies and procedures. The website has given greater access and transparency to the process, allowing staff, faculty, students, and all stakeholders information regarding the policies and procedures that guide and direct the operations of the College. Once again, the weblink is attached here for review https://www.wwcc.edu/policies-procedures/.

5) **Recommending processes for policy development and approval**.

As noted earlier the Policy Committee has developed two formats for policy/procedure development and policy/procedure review. Each format has a clear process for a regular development or review and an expedited development or review if it is of urgent importance or required per state/federal regulation. Each format also outlines the number of days for general college review (30 days) and staff/faculty union review (10 days). General college review includes key governing groups or legal representation such as the College Council, Faculty Senate, Associated Student Body, and the Assistant Attorney General's Office. The President's Strategic Leadership Team makes the final review before it goes forward to the Board of Trustees.

6) **<u>Recommending transition from current to proposed process</u>**.
   A review of the progress of the Policy Committee was reported to the Board of Trustees during the summer 2018 annual retreat. Dr. Brandes indicated that steady progress had been made, however, there was still significant need to clearly separate board policies and administrative policies. Board policies are policies adopted by the Trustees for their own governance, whereas administrative policies are policies that impact broad groups or units within the college. There is not always clear delineation between the two and it was determined that this year the Policy Committee would concentrate their work on separating board and administrative policies in order to give greater clarity for action and thoughtful decision making. This separation will provide a structure assistance on many important issues for college management and governance.

All policies from the beginning of WWCC's establishment in 1967 to the present have been assessed. This in itself has taken extensive time and careful consideration. Great strides have been made in establishing an infrastructure for which there is transparency and where policies and procedures are easily accessible. This is evidenced by the Policy and Procedure web page, the organization and cataloguing of policies, the establishment of the Rules Coordination Office, and the solidification of a policy development and review process. The work of the Policy Committee has been instrumental in establishing and implementing a process in which institutional policy is regularly reviewed, revised, clearly defined, and accessible to the College and its community.

Overview of Recommendation Two

Over the past couple of decades WWCC has worked tirelessly to establish student learning outcomes (SLOs) at the course, program, and college level in order to ensure that students were gaining the knowledge and skills needed for success when transferring to another institution of higher learning or transitioning into the world of work. The relentless pursuit of understanding and establishing effective ways to monitor and assess student learning outcomes has taken time and effort resulting in the College going through several phases of evolution. Each phase has deepened the understanding of an outcomes approach to assessment.

Early outcomes work among the Workforce programs helped lead the way as industry standards set the bar for the skills and knowledge that graduates would need to be successful in a high demand occupation. During the Interim Accreditation visit in 2010, the NWCCU peer evaluators recognized the good work of the Workforce programs at WWCC in establishing and assessing student learning outcomes, but they recommended that the transfer programs, specifically the Associate of Arts (AA) and the Associate of Science (AS) degree programs establish general learning outcomes, which would then be assessed on a regular and systematic basis.

In the fall of 2010, the AA/AS Degree Assessment Committee was created and through the combined work of faculty and instructional administration, general education learning outcomes were identified, rubrics created, and assessment process established. From 2011-2015, assessment of the general education learning outcomes took place with random samples of graduating students. A report summarizing the initial outcome findings was written and distributed throughout the College in 2012. During the 2015 Seven Year Accreditation visit, peer reviewers indicated that WWCC should not limit assessment of general education learning outcomes to the AA and AS degree programs, but that general education learning outcomes should be established and assessed for all educational programs offered at WWCC. Since receiving this recommendation in October 2015, the AA/AS Degree Assessment Committee was expanded to include representatives from across all divisions, programs, and campuses. The new committee is called College-wide Outcomes and Learning Assessment (CwOLA).

The establishment of the CwOLA Committee represents WWCC's commitment to building a culture of continuous assessment and improvement and to bring together all instructional areas of the college with a focus on common learning goals. One of the first tasks CwOLA undertook was to determine WWCC's *college-wide* general education learning outcomes. Four *college-wide* general education learning outcomes were identified, which aligned with WWCC's instructional values and based on research into Washington State community colleges, transfer institutions, and national organizations such as the American Association of Colleges and Universities. These four *college-wide* general education learning outcomes are:

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

Progress to Date

During the summer of 2016 the *College-wide Learning Assessment Guidebook* was created as a manual to direct and guide the work of the CwOLA committee. Two key components included in the guidebook hve helped support and focus the work of the CwOLA committee. These key components are the Assessment Cycle **Process** and the Assessment Cycle **Calendar**. The Assessment Cycle Process has been the beacon light in directing the flow of the CwOLA Committee's work the past two years. The Assessment Cycle diagram is included below to show how cultivating continuous improvement takes place in the work of assessing WWCC's success at establishing and defining appropriate college-wide general learning outcomes, communicating them to faculty, and refining the process of tracking and monitoring student learning outcomes success. One of the key strengths of the assessment cycle is that it is designed to incorporate feedback at every step of the process and to include faculty in all assessment activities. Please see Diagram 1:

Diagram 1. Assessment Cycle
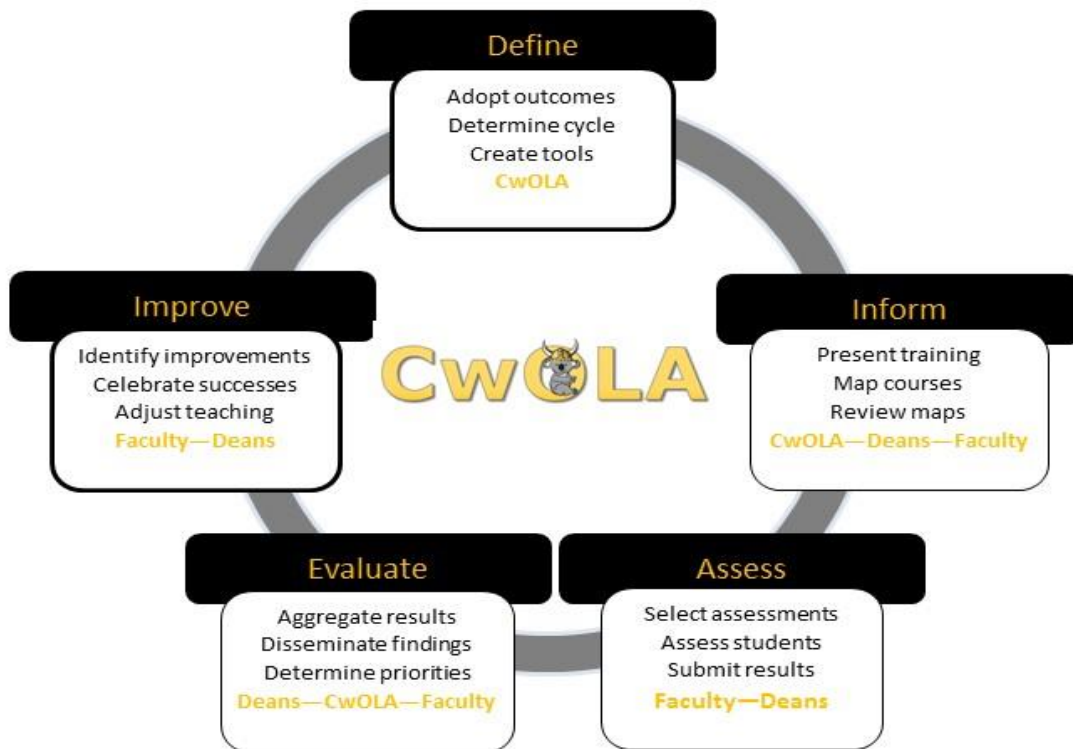
Throughout spring and summer of 2016, the CwOLA Committee engaged in a series of comprehensive discussions of what the *college-wide* general education learning outcomes should be at WWCC. The expanded representation of staff, faculty, and administrators from all instructional units of WWCC's four campuses allowed for extensive participation and input. Four general education learning outcomes were identified and rubrics were created.

Rubrics to help guide and measure consistent student performance criteria were created with four levels: mastery, achieving, developing, and beginning. These four rubrics are included in the Appendix section of the Addendum (Attachment Three).

In addition to identifying *college-wide* general education learning outcomes and development of rubrics, the CwOLA committee also embarked on a year-long project to map every course offered at WWCC with the general education learning outcomes. This was a remarkable undertaking that required extensive organization, creation of training workshops, and numerous faculty led sessions mapping courses within every division and program. Initial training and informational sessions were offered at the 2016 fall In-service and involved approximately 130 faculty. The work of mapping courses included full-time faculty and part-time faculty at each WWCC campus as well as online faculty. A number of part-time faculty who were heavily involved in the process of course-mapping were compensated for this work. All course mapping was completed in the spring of 2017.

In the second year of work, 2017-18, the College embarked upon a pilot project to assess the *college-wide* general education learning outcome, **Community Engagement** as outlined in the Assessment Schedule. Courses that were mapped as having **"*high attention*"** to reinforcing community engagement were assessed by instructors teaching those courses. Faculty completed these assessments using Canvas, WWCC's online learning management platform. Data collection of the **Community Engagement** began in spring 2018 with the CwOLA Committee working closely with the IR and IT to analyze and evaluate the data. The work of data analysis and preparing a summary of the findings will continue into the fall as the committee works to develop technological solutions to assessment distribution and reporting. The work of analyzing and summarizing the Community Engagement data has been slowed down for two significant reasons. First, the Assessment Coordinator who had been spearheading the data collection, monitoring, and analyzing the Community Engagement data left WWCC in December of 2017 due to family obligations in another state. Second, this unexpected departure slowed down the creation of a dashboard in order to allow greater visibility and accessibility of the assessment data for all the general education learning outcomes.

Although this has slowed down the data analysis, faculty and staff have indicated that the most meaningful aspect of this first pilot project were the conversations generated at the course, division, program, or other "community of practice" levels while reviewing the data collected. This "collective information" has culminated into reflective practices and plans of action around teaching and learning. These communities of practice will most assuredly continue and expand once the dashboard is available and data analysis summary is posted.

The Assessment Schedule has been a key component to guiding the work of the CwOLA Committee. The Assessment Schedule covers a five-year timeframe, starting in summer 2016 and extending to fall 2021. The five main work objectives of the Assessment Schedule are identified in this way:

1) Define and Inform (DI);
2) Map;

3) Assess (A);
4) Evaluate (E);
5) Improve (I).

The work is organized quarter to quarter in such a way to outline what the focus is. This includes which college-wide general education outcome is being concentrated on, and what task is occurring: define and inform, map, assess, evaluate, or improve. See Diagram 2.

Diagram 2. Assessment Schedule

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 2021	A			
Spring 2021	E*			
Fall 2021	I			DI

Developing a comprehensive and college-wide assessment process has not been an easy undertaking and is not done quickly. The CwOLA Committee has encountered a number of challenges that have taken time and careful consideration to work through. During the initial discussions a number of important questions emerged such as, "How are assessments going to be done?", "How can we ensure that all faculty and staff have access to assessment data?" and "How will we use the data to inform and refine curriculum and teaching practices?". The broad

representation of both workforce and transfer faculty and staff have allowed for unique and meaningful conversations and surprising collaborations and solutions to some of these questions. Working on CwOLA has been a unifying experience as faculty have stepped forward with developing creative training videos used to inform other faculty through the course mapping process. Collaborations have also resulted in developing stronger working relationships and communications with representatives from Institutional Research (IR) and Information Technology (IT). Individuals from both of these departments are now members of the CwOLA Committee.

Currently, the CwOLA Committee is working closely with Institutional Research and Information Technology to design an internal database allowing all faculty and administrative staff access to student success data around general education learning outcomes. Work is also being done to develop a sustainable process for collecting *college-wide* general education learning outcome data for analysis and dissemination of regular summaries of the findings. The CwOLA Committee, in conjunction with the Research Department and IT, are currently exploring and developing technological solutions to assessment distribution and reporting. The target delivery of the software solution is December 2018.

As outlined in the Assessment Schedule, the **Communication** general education learning outcome is targeted for defining and informing, assessment, and evaluation during the 2018-19 academic year. The College is on course to complete the assessment and evaluation of each *college-wide* general education learning outcome by the time of their next Seven Year Evaluation Report.

Overview of Recommendation Three

Walla Walla Community College takes great pride in its ability to be a highly effective institution. This is evidenced by its exceptional and gifted faculty, its magnet programs that contribute to the economic well-being of its service area, and the recognition received at the national level by the Aspen Institute for its high completion rates and student success. A priority for the College, which exemplifies a primary value, is its pursuit of excellence and focus on continuous improvement. One such area has been the need to cultivate a culture of regular and systematic improvement of assessment practice. Some of the early work done by faculty in classroom assessment techniques helped pave the way for acquiring non-graded feedback to enhance the learning and mastery of discipline specific knowledge. However, for many years assessment practice has focused upon "assessment of content" in order to award grades rather than "assessment of outcomes" to evaluate learning. WWCC is not unique in this practice as assessing content is typically the primary method of evaluation at most institutions of higher learning.

In addressing Recommendation Three, WWCC has strategically focused on three key components: 1) creating a culture of faculty-initiated improvement of teaching practice, 2) developing a faculty evaluation process that is based upon instructional competencies with outcomes and measurable indicators, and 3) supporting faculty in using Canvas analytics to align course and general education outcomes with course assignments.

Faculty evaluations have always been an important component of professional growth crucial to quality teaching and for many years, faculty evaluations followed a five-year cycle, where a team of two peers and an administrator (or faculty chair) would meet with an instructor during his/her quarter of review to review syllabi, visit a class or lab, and then give feedback on the positive things the instructor was doing as well as areas that needed improvement. Slowly, over the years and without conscious intent, faculty evaluations became a compulsory requirement that was "other-directed" and something that had to be done. Once faculty and administration came to this realization a commitment was made to strengthen the evaluation process by identifying essential teaching competencies that WWCC valued and changing the five-year to a three-year evaluation cycle. This was negotiated in 2016.

During the same academic year, 2015-16, a group of faculty from a variety of divisions and programs, along with the Dean of Arts and Sciences, worked together in identifying six essential instructional competencies. They also developed learning outcomes for each instructional competency as well as measurable indicators. These six essential instructional competencies (i.e., student success teaching strategies; outcomes-based design; assessment; equity, diversity, and cultural inclusivity; digital information literacy; and commitment to professional development and college life) became the backbone of the Faculty Learning Improvement Plan (FLIP) that faculty now use in developing a plan for improving their teaching practice (See Attachment Four, Faculty Learning Improvement Plan in the Appendix). It should be noted that faculty self-assess themselves to identify the areas that need improvement before putting their plan together for their evaluation cycle.

Work also began in the summer of 2016 to develop a pilot, which offered interested faculty a year-long project using Canvas Analytics as a feedback system to assess how students were meeting course learning outcomes to inform teaching practice. Faculty involved in the Canvas Analytics pilot received one PIU as well as a $750.00 stipend for their work. A faculty coach designed and taught the following year-long curriculum, which can be seen in Diagram 3:

Diagram 3. Canvas Analytic Curriculum Schedule

Fall quarter 2016
- Session 1 – Curriculum mapping.
- Session 2 – Improving and creating outcomes in Canvas.
- Session 3 – Creating and 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.

In the first-year pilot, 2016-17, of the Canvas Analytics project, thirteen faculty signed up and participated. Several of these faculty dropped out and did not complete the entire year's curriculum. When faculty were surveyed as to the reason they did not complete the project the most compelling reason was that the development and creation of rubrics was time consuming, particularly during the quarter when faculty were focused on keeping up with their courses and students. Additionally, several faculty indicated that they were just not as technologically savvy as the Canvas Analytics required. In the second year of Canvas Analytics, another thirteen faculty also participated and again, there was a significant drop off as faculty focused more on course mapping and assessing the Community Engagement general education learning outcomes. The decision was made to offer the curriculum again, but to develop a simpler track for faculty who wanted to align their course learning outcomes with each of their course assignments.

Progress to Date

The College has just finished its second year of the new faculty evaluation process using FLIPs to identify essential competencies that faculty choose to develop their teaching improvement plans. The change from an "outward directed" evaluation model to an "inward directed" assessment model has allowed faculty to take more control of their teaching practice. Evaluation of teaching practice occurs every quarter in a systematic and regular process of continuous improvement for probationary faculty. FLIPs also allow full-time and tenured faculty to also develop improvement plans through a self-identified assessment process. Currently, sixty-four faculty have transitioned into FLIP evaluations with another fifty-eight scheduled to transition

during the 2018-19 academic year. Throughout the next four years the College will transition all faculty, probationary and full-time, to the three-year FLIP assessment model.

The work of the Canvas Analytics Project continues to evolve with the analytics training tentatively transitioning into a required asynchronous professional development course. The faculty coach will continue to support faculty in this learning process. There will also be opportunity for faculty to meet with the faculty coach one-to-one in order to customize outcomes assessment work in their courses. This will give greater flexibility to faculty who want to develop advanced expertise with Canvas Analytics components to do so, but it also allows those faculty who only want to align course learning outcomes with specific assignments to access student performance in such a way as to change or improve those assignments.

Conclusion

Walla Walla Community College has made significant progress in addressing each of the three Recommendation received in the 2015 Seven Year Evaluation Report. The College has approached this work with enthusiasm and commitment with the hope of strengthening the already established high quality teaching and learning that WWCC is known for. With oversight from the Board of Trustees, a process has been established and implemented by which institutional policy is regularly reviewed, revised, defined, and accessible to the organization and community. The College has developed and is implementing a systematic and college-wide general education assessment program through the work of the CwOLA Committee. Finally, the College is creating a culture of continuous improvement in teaching practice in the classroom by effectively, regularly, and comprehensively assessing student learning outcomes at the course and transfer level, not only through the work of CwOLA, but also through the Canvas Analytics Project and Faculty Learning Improvement Plan evaluation process.

The work of achieving excellence is never done, but the opportunity to concentrate on the areas that peer evaluators brought forward in the 2015 Seven Year Evaluation Report has had surprising benefits. These benefits include the efforts of the CwOLA Committee where faculty and staff, from a variety of programs and campuses, worked together on the common goal of improving the assessment of student learning. Collaborations with Institutional Research and Information Technology has allowed opportunities to work through difficult questions together and create innovative solutions to data collection and analysis. The establishment of WWCC's six essential instructional competencies, which are embedded into the faculty evaluation, has strengthened the College's commitment and practice to continuous improvement in teaching and learning.

The College is hopeful that the work that has been accomplished during the past two years in response to the three Recommendations demonstrates the serious commitment WWCC has to adhering to the standards and expectations of the Northwest Commission on Colleges and Universities, and that the Commission is well pleased with the work that has been done and that will continue to be done in fulfilling the educational mission of Walla Walla Community College.

Appendices

Attachment One -- Policy/Procedure Development Process

Attachment Two -- Policy/Procedure Review Process

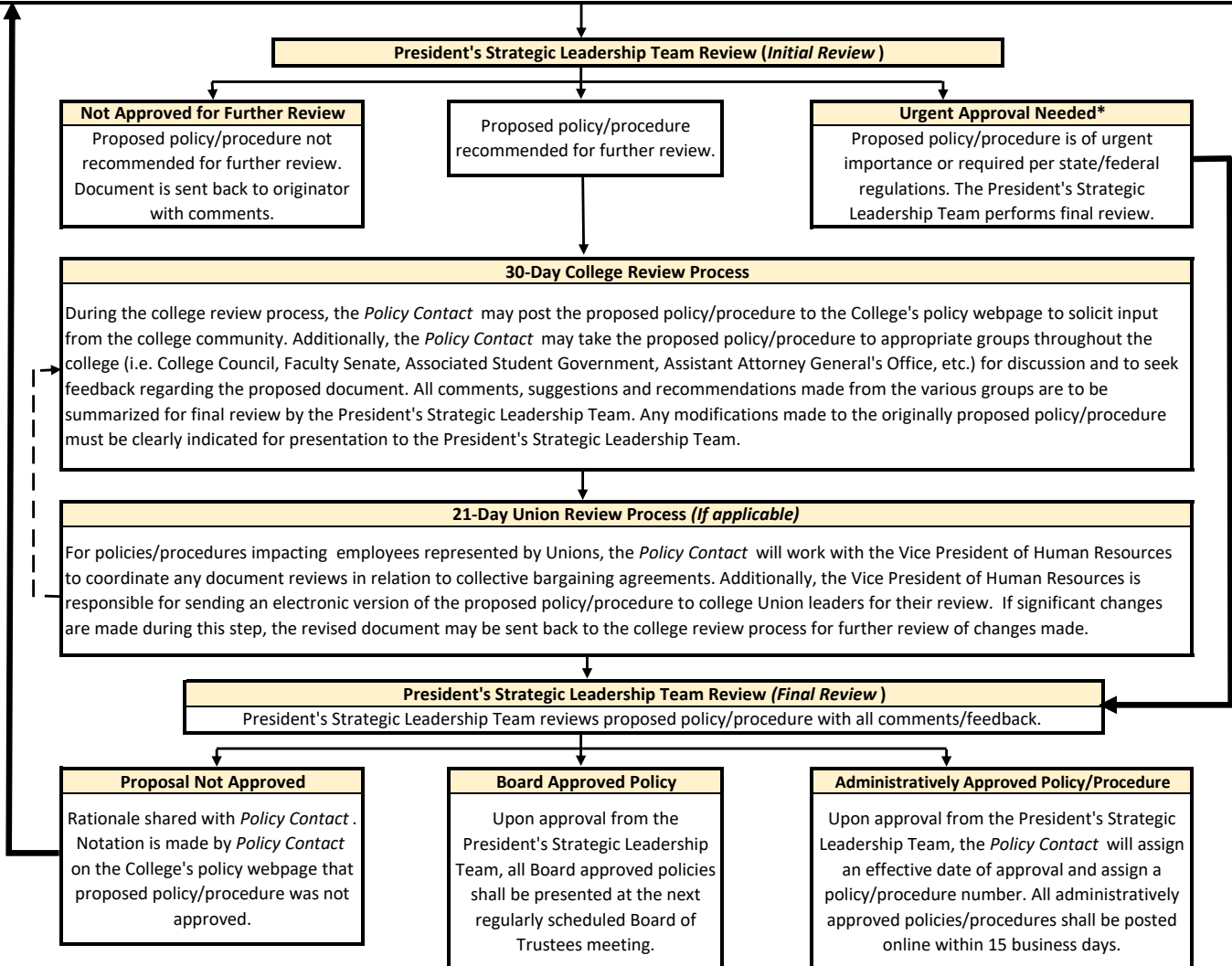Attachment Three – College-wide General Education Learning Outcomes Rubrics

Attachment Four – Faculty Learning Improvement Plan

WALLA WALLA COMMUNITY COLLEGE
Policy/Procedure Development Process

Policy/Procedure Proposal

A new policy or procedure may be proposed from any area of the College at any time. Depending on federal and state requirements mandating certain policies, the College recognizes that there are two policy approving bodies: The Board of Trustees and the College Administration. **Board approved policies** are policies adopted by the Board based on state and federal regulations, or 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 policies applicable to the administration of the College. **Administratively approved policies** are policies that impact broad groups such as students, faculty, staff, visitors, etc. (not only a single division or department) and across divisional units. Administrative policies are approved by the College President. Procedures outline a series of actions conducted in a certain order or manner. Procedures may be aligned with a specific policy or may be a stand-alone document.

All policy/procedure proposals should be submitted through their originator's chain of command and should follow the standard WWCC policy/procedure format. The designated *Policy Contact* is the Vice President responsible for the area submiting the proposed policy/procedure. The *Policy Contact* is responsible for ensuring that all policies being proposed are aligned with the approved policy format and for issuing a policy number to the proposed policy. The *Policy Contact* overseeing the proposed policy/procedure is responsible for presenting the proposed policy/procedure to the President's Strategic Leadership Team and will oversee the proposed policy/procedure as it moves through the policy/procedure development process. For policy/procedure review/revisions refer to the WWCC Policy/Procedure Review Process.

President's Strategic Leadership Team Review (*Initial Review*)

Not Approved for Further Review		Urgent Approval Needed*
Proposed policy/procedure not recommended for further review. Document is sent back to originator with comments.	Proposed policy/procedure recommended for further review.	Proposed policy/procedure is of urgent importance or required per state/federal regulations. The President's Strategic Leadership Team performs final review.

30-Day College Review Process

During the college review process, the *Policy Contact* may post the proposed policy/procedure to the College's policy webpage to solicit input from the college community. Additionally, the *Policy Contact* may take the proposed policy/procedure to appropriate groups throughout the college (i.e. College Council, Faculty Senate, Associated Student Government, Assistant Attorney General's Office, etc.) for discussion and to seek feedback regarding the proposed document. All comments, suggestions and recommendations made from the various groups are to be summarized for final review by the President's Strategic Leadership Team. Any modifications made to the originally proposed policy/procedure must be clearly indicated for presentation to the President's Strategic Leadership Team.

21-Day Union Review Process *(If applicable)*

For policies/procedures impacting employees represented by Unions, the *Policy Contact* will work with the Vice President of Human Resources to coordinate any document reviews in relation to collective bargaining agreements. Additionally, the Vice President of Human Resources is responsible for sending an electronic version of the proposed policy/procedure to college Union leaders for their review. If significant changes are made during this step, the revised document may be sent back to the college review process for further review of changes made.

President's Strategic Leadership Team Review *(Final Review*)
President's Strategic Leadership Team reviews proposed policy/procedure with all comments/feedback.

Proposal Not Approved	Board Approved Policy	Administratively Approved Policy/Procedure
Rationale shared with *Policy Contact*. Notation is made by *Policy Contact* on the College's policy webpage that proposed policy/procedure was not approved.	Upon approval from the President's Strategic Leadership Team, all Board approved policies shall be presented at the next regularly scheduled Board of Trustees meeting.	Upon approval from the President's Strategic Leadership Team, the *Policy Contact* will assign an effective date of approval and assign a policy/procedure number. All administratively approved policies/procedures shall be posted online within 15 business days.

*Note: For a proposed policy/procedure to be deemed "urgent" and not go through the 30-day review process, the contents within the proposed document must either show an immediate need to protect individuals or the college from potential harm or protect the college from potential legal liability.
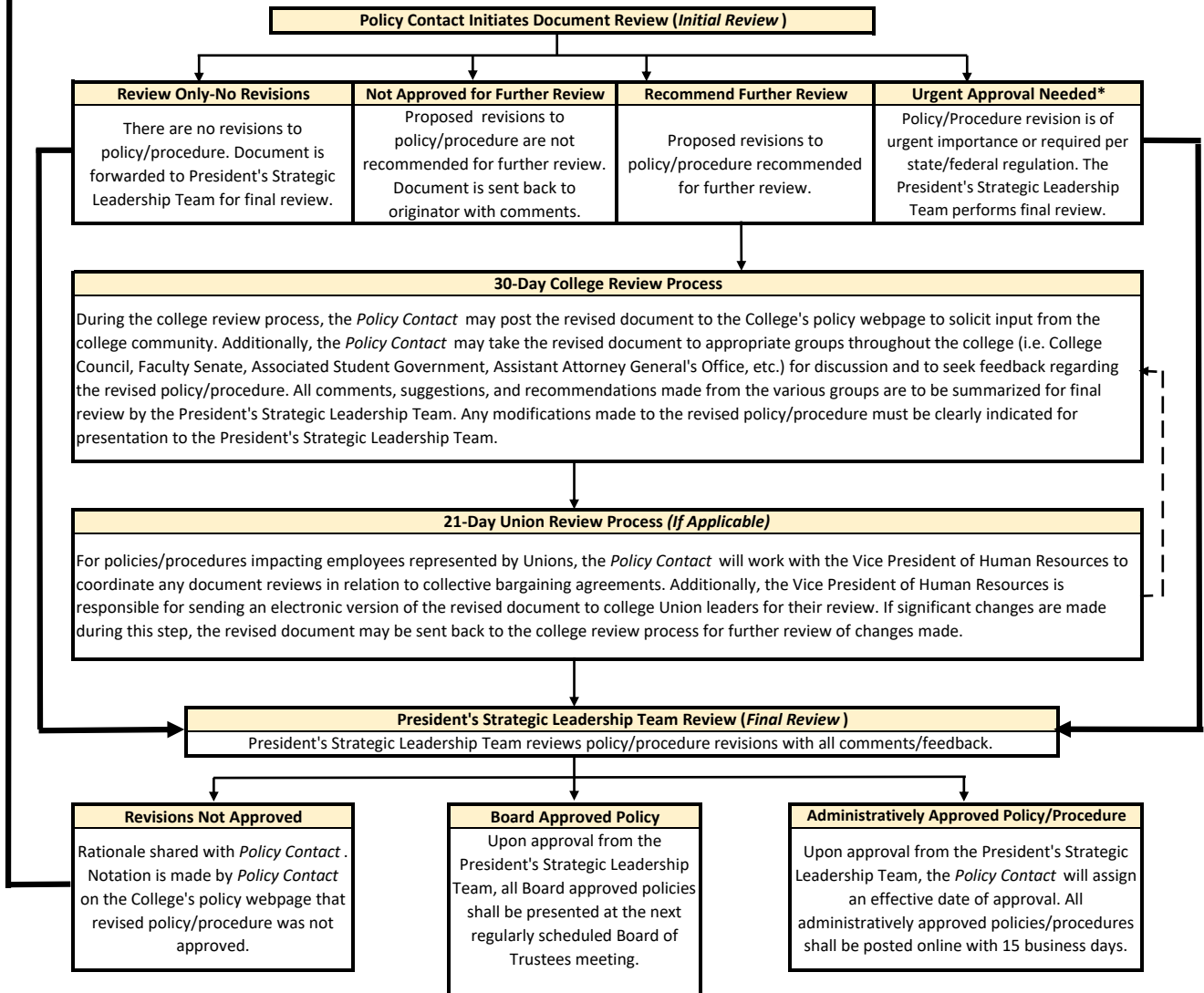
Updated on 9/6/2018

| **WALLA WALLA COMMUNITY COLLEGE** |
| **Policy/Procedure Review Process** |

Policy/Procedure Review Process

All WWCC policies/procedures are to be reviewed on a three-year cycle or as needed based on revisions to internal/local/state/federal regulations and must be finalized by December of the third year. In the initial stage of the review process, current policies/procedures may be reviewed and revised by a sole individual or by a group of individuals prior to making the revised draft document available to the college community (to be determined by *Policy Contact* overseeing such policy).

Depending on federal and state requirements mandating certain policies, the College recognizes that there are two policy approving bodies: The Board of Trustees and the College Administration. Board approved policies are policies adopted by the Board based on state and federal regulations, or 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 policies applicable to the administration of the College. Administratively approved policies are policies that impact broad groups such as students, faculty, staff, visitors, etc. (not only a single division or department) and across divisional units. Administrative policies/procedures are approved by the College President. Procedures outline a series of actions conducted in a certain order or manner. Procedures may be aligned with a specific policy or may be a stand-alone document.

All policies/procedures scheduled to be reviewed should be submitted through their originator's chain of command and should follow the standard WWCC policy/procedure format. The designated *Policy Contact* is the Vice President responsible for the area submiting the review/revision of the policy/procedure. The *Policy Contact* overseeing the reviewed/revised policy/procedure is responsible for presenting the reviewed/revised policy/procedure to the President's Strategic Leadership Team and will oversee the reviewed/revised policy/procedure as it moves through the policy/procedure review process.

Policy Contact Initiates Document Review (*Initial Review*)

Review Only-No Revisions	**Not Approved for Further Review**	**Recommend Further Review**	**Urgent Approval Needed***
There are no revisions to policy/procedure. Document is forwarded to President's Strategic Leadership Team for final review.	Proposed revisions to policy/procedure are not recommended for further review. Document is sent back to originator with comments.	Proposed revisions to policy/procedure recommended for further review.	Policy/Procedure revision is of urgent importance or required per state/federal regulation. The President's Strategic Leadership Team performs final review.

30-Day College Review Process

During the college review process, the *Policy Contact* may post the revised document to the College's policy webpage to solicit input from the college community. Additionally, the *Policy Contact* may take the revised document to appropriate groups throughout the college (i.e. College Council, Faculty Senate, Associated Student Government, Assistant Attorney General's Office, etc.) for discussion and to seek feedback regarding the revised policy/procedure. All comments, suggestions, and recommendations made from the various groups are to be summarized for final review by the President's Strategic Leadership Team. Any modifications made to the revised policy/procedure must be clearly indicated for presentation to the President's Strategic Leadership Team.

21-Day Union Review Process *(If Applicable)*

For policies/procedures impacting employees represented by Unions, the *Policy Contact* will work with the Vice President of Human Resources to coordinate any document reviews in relation to collective bargaining agreements. Additionally, the Vice President of Human Resources is responsible for sending an electronic version of the revised document to college Union leaders for their review. If significant changes are made during this step, the revised document may be sent back to the college review process for further review of changes made.

President's Strategic Leadership Team Review (*Final Review*)
President's Strategic Leadership Team reviews policy/procedure revisions with all comments/feedback.

Revisions Not Approved	**Board Approved Policy**	**Administratively Approved Policy/Procedure**
Rationale shared with *Policy Contact*. Notation is made by *Policy Contact* on the College's policy webpage that revised policy/procedure was not approved.	Upon approval from the President's Strategic Leadership Team, all Board approved policies shall be presented at the next regularly scheduled Board of Trustees meeting.	Upon approval from the President's Strategic Leadership Team, the *Policy Contact* will assign an effective date of approval. All administratively approved policies/procedures shall be posted online with 15 business days.

***Note:** For a current policy/procedure to be deemed "urgent" and not go through the 30-day review process, the contents within the proposed document must either show an immediate need to protect individuals or the college from potential harm or protect the college from potential legal liability.

Updated on 9/6/2018

College-wide General Education Learning Outcomes Rubrics

Community Engagement

College-wide Outcome: 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
Indicator 1: Recognizes cultural assumptions.			
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.
Indicator 2: Demonstrates integrative community engagement.			
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.
Indicator 3: Develops social responsibility.			
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.
NOTES:	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.		

Communication

College-wide Outcome: the ability to create meaning and enhance understanding between author and audience by listening, reading, speaking, and writing effectively.			
Mastering	**Achieving**	**Developing**	**Beginning**
Indicator 1: Composes developed and supported communication.			
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.
Indicator 2: Demonstrates integrative communication.			
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.
Indicator 3: Organizes information logically.			
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.
Indicator 4: Interprets communication.			
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.
NOTES:	**Communication** 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 "**texts**" whether or not they are in written form.		

Critical Thinking

College-wide Outcome: 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.

Mastering	Achieving	Developing	Beginning
Indicator 1: Defines problem, selects topic, or explains issues.			
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.
Indicator 2: Analyzes strategies, research, or evidence.			
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).
Indicator 3: Articulates a solution, a process/product plan, or a position (perspective, thesis/hypothesis).			
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.
Indicator 4: Implements a solution, develops a process/product, or forms a conclusion.			
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).
Indicator 5: Demonstrates integrative thinking.			
Adapts and applies techniques, methods, and theories from one situation to a new situation to resolve challenging and complex 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.

Information and Technology Literacy

College-wide Outcome: The ability to use modern digital and industrial devices to accomplish tasks**.**			
Mastering	**Achieving**	**Developing**	**Beginning**
Indicator 1: Manages and utilizes information.			
Finds, evaluates, 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.
Indicator 2: Interprets, integrates, and communicates information.			
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.
Indicator 3: Selects and applies technology.			
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.
Indicator 4: Manages and troubleshoots technology.			
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.
NOTES:	**Technology** can mean any digital or industrial device used to accomplish a task (e.g., blood pressure monitor, computer, drone, lab kit, calculator, etc.). **Data** can mean any information used to accomplish a task.		

Faculty Learning Improvement Plan

Tenured and Annual Special Funding Faculty
Faculty Learning Improvement Plan (FLIP)
And the Six Essential Instructional Competencies

Introduction:

The Faculty Learning Improvement Plan (FLIP) is a self-evaluation meant to give each instructor at WWCC an opportunity for reflection, revision, and continuous improvement in the areas of teaching, advising, professional development, and service with the college community. The FLIP is your contribution to your evaluation packet. A template that you can use to start writing your FLIP is located in this section of CCNET in a separate document.

Discussion of your growth in the area of teaching, advising, and professional development should be organized around the three instructional competencies you chose to concentrate on during your previous three-year evaluation cycle, along with what you learned and how it influenced your teaching practice. The FLIP should also include a plan for the next three years, as described in the next paragraph.

There are six essential instructional competency areas that are valued for all teaching faculty at WWCC. These essential instructional competencies focus on student success, equity, and teaching. In consultation with your Dean, choose a subset of instructional competencies to focus on during the upcoming three-year evaluation cycle, along with identified learning outcomes that interest you. Your FLIP will explain how you intend to address these learning outcomes and indicators. To help you map your continuous improvement plan for the next three years, self-study items are included below:

- The six competencies, with outcomes and indicators appropriate to each;
- The principles of Universal Design;
- A self-assessment, self-inventory set in a grid to guide and organize your reflection on the competencies.

Essential Instructional Competencies

1. **<u>Student Success Teaching Strategies</u>** – Implement and practice diverse teaching and learning strategies understanding that students come with different educational preparedness. Promote both acquisition and applications of knowledge, understanding, and skills.

   Learning Outcomes and Indicators
   a. Foster a positive and supportive learning environment through effective classroom management;
   b. Develop and practice instructional methods that enhance adult learners' motivation and assist students to become active learners (e.g., engaging lectures, guided

discussion, project-based learning, experiential learning, case study, problem-based learning, inquiry-based learning, etc.);

    c. Use sound principles of collaborative learning;

    d. Implement contextualized learning whenever appropriate by utilizing students' prior knowledge and incorporating multi-disciplinary and content specific concepts;

    e. Include general education, degree, and program outcomes throughout course learning (e.g., critical reasoning, writing across the disciplines, digital and information literacy, technology skills, diversity, equity, and inclusion);

    f. Demonstrate, and as needed, teach responsible, ethical academic behavior that enables students to be successful in college.

2. **Outcomes-Based Design** – Design curriculum, assignments, and projects that align with course and college-wide learning outcomes.

Learning Outcomes and Indicators

    a. Include identified course outcomes on the course syllabus as outlined in the Master Course Outline (MCO) found in the Online Catalog Administrator (OCA);

    b. Design and align assignments that address each course outcome identified on the course syllabus;

    c. Develop and align assessments that demonstrate attainment of learning outcomes, focusing on what students will know and be able to do upon completion of the assignment or course;

    d. Use evidence of student learning to review, revise, and improve courses;

    e. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.*

3. **Assessment** – Develop student knowledge and mastery through consistent, timely, formative and summative assessment[1].

Learning Outcomes and Indicators

    a. Administer formative and summative evaluations to assess student learning, inform students of their learning progress, and help students self-assess and reflect on their learning;

    b. Employ a variety of formative assessment measures to form a complete picture of learning (e.g., classroom assessment techniques, oral presentations, quizzes, exams, portfolios, journals, project-based assignments, collaborative projects, short and lengthy writing assignments, etc.);

    c. Give timely feedback on class activities, exams, assignments, and papers;

    d. Analyze effectiveness of assessment strategies and grading practices, in part by inviting frequent feedback from students;

    e. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform and improve learning and teaching.*

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[1] **Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.
Summative assessment refers to the **assessment** of students where the focus is on the final learning outcome of a course, class, or program.

4. <u>**Equity, Diversity, and Cultural Inclusivity**</u> – Design learning opportunities that recognize student diversity as well as foster a learning environment of inclusion and understanding.

   Learning Outcomes and Indicators
   a. Develop learning experiences that address and support students' diverse strengths and abilities, implementing universal design principles[2]; (see appendix to review 7 Universal Design Principles).
   b. Design learning experiences that support and foster student learning communities;
   c. Facilitate reciprocity and cooperation among students to enhance interdependence and teamwork;
   d. Create learning environments that integrate cultural knowledge and encourage students' openness to diverse perspectives to engage and strengthen critical thinking, reasoning, and social justice concepts;
   e. Design, develop, and integrate diverse perspectives with learning experiences that explore civic, intercultural, and ethical responsibilities;
   f. Demonstrate effectiveness in the learning environment in responding to acts of hatred, incivility, and intolerance;
   g. Ensure that individuals throughout the college community are treated respectfully, justly, fairly, and impartially;
   h. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.*

5. <u>**Digital and Information Literacy**</u> - Recognize that 21st century learning environments depend significantly upon digital and information literacy skill. Ensure students have technological and digital literacy skills needed for success at university level academic institutions or professional-technical work occupations.

   Learning Outcomes and Indicators
   a. Design, develop, and evaluate authentic learning experiences and assessments incorporating digital tools and resources to maximize contextualized content learning;*
   b. Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society by communicating relevant information and ideas effectively;*
   c. Support research and learning for students and peers using a variety of digital age media and formats (i.e., clickers, youtube, databases, webinars, etc.);*
   d. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources;*
   e. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.*

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[2] **Universal Design** is the design and composition of a learning environment so that it can be accessed, understood and used to the greatest extent possible by all students regardless of their age, size, ability or disability.

6. **Commitment to Professional Development and College Life** – Engage in continuous professional growth as well as participate in college life that promotes Walla Walla Community College's learning mission.

   Learning Outcomes and Indicators
   a. Engage actively in college life by participating in division, program, campus, and college meetings/committees/task forces, and in shared governance;
   b. Provide information about access to campus-wide resources (e.g., Tutoring Center, computer labs, Warrior Resources, Veterans Center, TRiO, Counseling, advising, BFET, Workfirst, Worker Retraining, Disability Support Services, etc.);
   c. Engage actively in developing expertise in advising/mentoring diverse groups of students;
   d. Participate in professional development activities in content areas, actively engaging in one's discipline or occupational expertise with the goal of continual improving learning (e.g., professional organizations, conferences, industry trainings, etc.);
   e. Participate in professional development activities related to pedagogy, including current teaching and learning theory and practice, and digital technology to deliver content in order to engage adult learners;
   f. Participate in peer mentoring/observation opportunities in a reciprocal process, and use formative evaluations of content and delivery from students, peers, and self to enhance continuous improvement of teaching practice.
   g. **Workforce Faculty Only:** Maintain (or obtain) program accreditation.
   h. **Workforce Faculty Only:** Develop and manage budgets.

*ISTE Standards for Teachers, Second Edition, ©2008, ISTE *(International Society for Technology in Education), iste.org. All rights reserved.
Inspired by Valencia College: Essential Competencies of a Valencia Educator
http://valencioacollege.edu/faculty/documents/EssentialCompetenciesNew04-2016.pdf

Principles of Universal Design

The Seven Principles of Universal Design were originally developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers, led by the late Ronald Mace in North Carolina State University. These seven principles were adapted to five Universal Design Principles for the college learning environment and are useful for college instructors who are attempting to develop an optimal learning environment, regardless of discipline or program.

Principle 1: Equitable Use - The design is useful for student with diverse abilities.
Guidelines:

    1a. Provide the same means of use for all students: identical whenever possible; equivalent when not.

    1b. Avoid segregating or stigmatizing any student.

    1c. Provisions for privacy, security, and safety should be equally available to all students.

    1d. Make the design appealing to all students.

Principle 2: Flexibility in Use - The design accommodates a wide range of student preferences and abilities.

Guidelines:

       2a. Provide choice in learning methods.

       2c. Facilitate the student's ability for accuracy and mastery of knowledge or competency.

       2d. Provide adaptability to the student's pace.

Principle 3: Simple and Intuitive Use - The design is easy to understand, regardless of the student's experience, knowledge, language skills, or current concentration level.

Guidelines:

       3a. Eliminate unnecessary complexity.

       3b. When possible, apply abstractions to concrete examples.

       3c. Be consistent with student expectations and intuition.

       3d. Accommodate a wide range of literacy and language skills.

       3e. Arrange information consistent with its importance.

       3f. Provide effective prompting and feedback during and after assignment completion.

Principle 4: Perceptible Information - The design communicates necessary information effectively to the student regardless of the student's sensory abilities.

Guidelines:

       4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

       4b. Provide adequate contrast between essential information and its surroundings.

       4c. Maximize "legibility" of essential information.

       4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

       4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Principle 5: Tolerance for Failure - The design focuses on learning and not failing. The design minimizes the negative consequences of failing by giving students opportunities to fail an assignment or competency without failing the course.

Guidelines:

       5a. Arrange learning and assignments so students gain mastery of knowledge or competency through several different learning methods;

       5b. Provide options for students to fail an assignment or competency, yet not fail the course.

Self-Assessment
Instructional Competencies
Faculty Learning and Improvement Plan (FLIP)

Name:
Quarter/Year:
My ability to (perform the indicator) is:

4 =	Excellent
3 =	Good
2=	Fair
1=	Poor

IC 1	*STUDENT SUCCESS TEACHING STRATEGIES* *Implement and practice diverse teaching and learning strategies understanding that students come with different educational preparedness. Promote both acquisition and applications of knowledge, understanding, and skills.*	4	3	2	1
a	Foster a positive and supportive learning environment through effective classroom management				
b	Develop and practice instructional methods that enhance adult learners' motivation and assist students to become active learners (e.g., engaging lectures, guided discussion, project-based learning, experiential learning, case study, problem-based learning, inquiry-based learning, etc.)				
c	Use sound principles of collaborative learning				
d	Implement contextualized learning whenever appropriate by utilizing students' prior knowledge and incorporating multi-disciplinary and content specific concepts				
e	Include general education, degree, and program outcomes throughout course learning (e.g., critical reasoning, writing across the disciplines, digital and information literacy, technology skills, diversity, equity, and inclusion)				
f	Demonstrate, and as needed, teach responsible, ethical academic behavior that enables students to be successful in college				

Plan for activities to improve my instructional practices in this area:

	OUTCOMES-BASED DESIGN *Design curriculum, assignments, and projects that align with course and college-wide learning outcomes.*	4	3	2	1
IC 2					
a	Include identified course outcomes on the course syllabus as outlined in the Master Course Outline (MCO) found in the Online Catalog Administrator (OCA)				
b	Design and align assignments that address each course outcome identified on the course syllabus				
c	Develop and align assessments that demonstrate attainment of learning outcomes, focusing on what students will know and be able to do upon completion of the assignment or course				
d	Use evidence of student learning to review, revise, and improve courses				
e	Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity				

Plan for activities to improve my instructional practices in this area:

	ASSESSMENT *Develop student knowledge and mastery through consistent, timely, formative and summative assessment*	4	3	2	1
IC 3					
a	Administer formative and summative evaluations to assess student learning, inform students of their learning progress, and help students self-assess and reflect on their learning				
b	Employ a variety of formative assessment measures to form a complete picture of learning (e.g., classroom assessment techniques, oral presentations, quizzes, exams, portfolios, journals, project-based assignments, collaborative projects, short and lengthy writing assignments, etc.)				
c	Give timely feedback on class activities, exams, assignments, and papers				
d	Analyze effectiveness of assessment strategies and grading practices, in part by inviting frequent feedback from students				
e	Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform and improve learning and teaching				

Plan for activities to improve my instructional practices in this area:

IC 4	*EQUALITY, DIVERSITY, AND CULTURAL INCLUSIVITY* *Design learning opportunities that recognize student diversity as well as foster a learning environment of inclusion and understanding*	4	3	2	1
a	Develop learning experiences that address and support students' diverse strengths and abilities, implementing universal design principles				
b	Design learning experiences that support and foster student learning communities				
c	Facilitate reciprocity and cooperation among students to enhance interdependence and teamwork				
d	Create learning environments that integrate cultural knowledge and encourage students' openness to diverse perspectives to engage and strengthen critical thinking, reasoning, and social justice concepts				
e	Design, develop, and integrate diverse perspectives with learning experiences that explore civic, intercultural, and ethical responsibilities				
f	Demonstrate effectiveness in the learning environment in responding to acts of hatred, incivility, and intolerance				
g	Ensure that individuals throughout the college community are treated respectfully, justly, fairly, and impartially				
h	Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources				

Plan for activities to improve my instructional practices in this area:

IC 5	*DIGITAL AND INFORMATION LITERACY* *Recognize that 21st century learning environments depend significantly upon digital and information literacy skill. Ensure students have technological and digital literacy skills needed for success at university level academic institutions or professional-technical work occupations.*	4	3	2	1
a	Design, develop, and evaluate authentic learning experiences and assessments incorporating digital tools and resources to maximize contextualized content learning				

b	Exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society by communicating relevant information and ideas effectively				
c	Support research and learning for students and peers using a variety of digital age media and formats (i.e., clickers, YouTube, databases, webinars, etc.)				
d	Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources				
e	Promote and model digital etiquette and responsible social interactions related to the use of technology and information.				

Plan for activities to improve my instructional practices in this area:

IC 6	*COMMITMENT TO PROFESSIONAL DEVELOPMENT AND COLLEGE LIFE* *Engage in continuous professional growth as well as participate in college life in ways that promote Walla Walla Community College's learning mission.*	4	3	2	1
a	Engage actively in college life by participating in division, program, campus, and college meetings/committees/task forces, and in shared governance				
b	Provide information about access to campus-wide resources (e.g., Tutoring Center, computer labs, Warrior Resources, Veterans Center, TRiO, Counseling, advising, BFET, Workfirst, Worker Retraining, Disability Support Services, etc.)				
c	Engage actively in developing expertise in advising/mentoring diverse groups of students				
d	Participate in professional development activities in content areas, actively engaging in one's discipline or occupational expertise with the goal of continual improving learning (e.g., professional organizations, conferences, industry trainings, etc.)				
e	Participate in professional development activities related to pedagogy, including current teaching and learning theory and practice, and digital technology to deliver content in order to engage adult learners				
f	Participate in peer mentoring/observation opportunities in a reciprocal process, and use formative evaluations of content and delivery from				

	students, peers, and self to enhance continuous improvement of teaching practice				
g	**Workforce Faculty Only:** Maintain (or obtain) program accreditation.				
h	**Workforce Faculty Only:** Develop and manage budgets.				

Plan for activities to improve my instructional practices in this area: