

WALLA WALLA COMMUNITY COLLEGE

Shape Your Future



POLICIES, REGULATIONS & FINANCIAL REVIEW



Prepared for the
Northwest Commission on Colleges and Universities
by
Walla Walla Community College

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Walla Walla Community College District No. 20 (WWCC) is committed to providing equal opportunity and nondiscrimination for all educational and employment applicants, as well as for its students and employed staff, without regard to race, color, creed, national origin, sex, sexual orientation, including gender expression/identity; genetic information, marital status, age (over 40); the presence of any sensory, mental, or physical disability; the use of a trained guide dog or service animal by a person with a disability; or, status as a Vietnam and/or disabled veteran, National Guard member or reservist; in accordance with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Federal Rehabilitation of 1973, the Americans with Disabilities Act of 1990, and any other applicable Federal and Washington State laws against discrimination. Sherry Hartford, Vice President of Human Resources, 509. 527.4300, is the College's Title IX and Section 504 Officer and has overall Affirmative Action/Equal Opportunity program responsibility. It is considered to be the day-to-day obligation of each WWCC staff member to support this plan and to ensure that fair and equitable treatment is provided to all persons accessing the services of the College.

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Mission Fulfillment

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.

[Policy 1752: College Mission](#)



Walla Walla Community College's (WWCC) mission and vision statements were revised and approved by the Board of Trustees in 2014. The College's values were reviewed and/or revised by the Board of Trustees in 2009. The mission, vision, and values have been widely published since their adoption, appearing on the College's website, in the annual catalog, as well as in other College publications. Under new leadership, WWCC intends to revisit its mission, vision, and values during the 2022-2023 academic year. In preparation for these efforts, the Executive Leadership Team, in collaboration with the Governance Council, adopted a short-term Strategic Plan to carry us through the unprecedented challenges facing our College in the midst of a global pandemic. Taken together, the mission, vision, values, and short-term Strategic Plan will guide us through our current accreditation cycle; while allowing us time to review and revise in preparation for the next seven years.

Mission statements are designed to articulate the present. Per WWCC's statement – the College inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services.

Vision statements are designed to articulate future needs, wants, and desires. Per WWCC's statement – the College will be the catalyst that transforms our students' lives and the communities we serve.

Values statements are designed to assist institutions in articulating their mission and their vision. Per WWCC's value statements – the College values:

1. **Learning Opportunities:** We value learning and encourage students to acquire a rich and wide body of knowledge as well as a love of their chosen discipline. We provide an environment that fosters active learning and the support services necessary to help all students achieve their potential. Everything we do is focused on expanding student access, retention, and completion.
2. **Sense of Community:** We strive to build community. We value a climate where all individuals feel accepted and meaningfully involved in a common cause. We recognize we are interdependent and demonstrate respect for one another.
3. **Diversity:** We oppose all barriers that separate people from opportunities: barriers of socioeconomic status, race and ethnicity, age, gender, sexual orientation, and experience with the educational system.
4. **Health and Humor:** We value a healthy environment that encourages humor, creativity, and enjoyment of work. We promote health, wellness, and safety within the College and the communities we serve.
5. **Excellence:** We value superior quality and are dedicated to continued improvement in all college programs and services. We practice an ongoing systematic planning and evaluation process to ensure that our programs and services are distinctive, relevant, responsive, and of the highest quality.
6. **Integrity:** Integrity is an essential component of the common bond within Walla Walla Community College. Efficient accomplishment of institutional goals is based on trust and mutual respect. We value honesty, fairness, and ethical behavior.
7. **Teamwork:** We value partnerships within the College and with members of the communities we serve. We practice collaboration in plans, actions, and shared results.
8. **Innovation:** The College values, respects, and rewards the enthusiastic pursuit of new ideas, creative risk-taking, and entrepreneurial endeavors. Encouraging the pursuit of excellence and innovation will help the College prepare students and staff to shape the future. Creativity is one of our most important resources in the 21st Century.
9. **Personal and Professional Growth:** We value the growth of both our students and staff. We believe that our own engagement in the learning process enhances our ability to enrich our personal lives, careers, and work in the global community.
10. **Sustainability:** The College values the well-being of our communities and is dedicated to protecting and restoring our resources. We advocate for and demonstrate practices that promote economic and environmental sustainability.

In 2017, the College reviewed and/or revised its three Core Themes that articulate the mission, vision, and values:

1. student success,
2. strong communities, and
3. resource stewardship.

Through the analysis of the mission, vision, values, and themes, this past year (2020-2021) the institution created a short-term (2-3 year) Strategic Plan. Per the 2021-23 Strategic Plan, the College will:

1. provide high-quality pathways for education and training for all students to meet the needs of our communities.
2. be a fiscally sustainable organization.
3. be welcoming, inclusive, supportive of, and responsive to all communities we serve.

Strategic Plan & Mission Fulfillment

The College has made a commitment to weaving equity through all it does – its mission, vision, values, themes, and strategic plan. In doing so, it has committed to a series of activities and trainings to help prepare and support faculty, staff, and students. In 2017, for instance, the College implemented the Search Advocate Program, a program designed to ensure fair and equitable screenings during the hiring process. In 2018, the Fall Conference, a conference for all College employees, had sessions on “Microaggressions & Why They Matter” and “Using Inclusive Language.” In 2019, the Fall Conference had sessions on “Understanding & Interrupting Implicit Bias,” “Understanding Equity in Higher Education,” and a Keynote with Larry Roper – “Making Sense of Difference: Power and Discrimination in Higher Education.” Last year, the Fall Conference included a Keynote from Nani Jackins Park: “Leading with Equity,” and faculty participation in the Washington State Board for Community and Technical College’ (SBCTC) “Fall Faculty Institute – Leading with Racial Equity During COVID-19.” This year (2021) the College has invited Dr. Kyle Reyes to make the Fall Conference Keynote presentation: “Lenses of Humanity: Equity-Focused Approaches to Higher Education” and invited all faculty to participate in this year’s SBCTC Fall Faculty Institute.

These trainings, in conjunction with the community needs assessments sponsored by the College’s Executive Leadership Team (ELT) and Governance Council, allowed for the development and adoption of the 2021-2023 (short-term) Strategic Plan and corresponding objectives. At present, each division or department that reports to a member of THE ELT, is crafting a Work Equity Plan to operationalize the larger strategic goals and objectives. These Work Equity Plans center on the following:

1. defining what you want to learn or accomplish.
2. identifying where you aren’t succeeding.
3. looking to see if there are groups of people who aren’t being successful.
4. discovering the experiences of those people who aren’t succeeding.
5. creating solutions to the barriers.
6. measuring your success and looking at what’s next.

Upon completion, these Equity Work Plans will be used to evaluate our strategic plan and to inform our upcoming budget cycle. They will also play a critical role in improving our institutional effectiveness. The Vice President of Enrollment Services and Institutional Effectiveness and the Director of Equity, Diversity, and Inclusion are assisting the College in the navigation of this new framework, ensuring that we remain focused on student success and mission fulfillment.

<i>Strategic Plan</i>	<i>Core Themes</i>	<i>Values</i>	<i>Vision</i>	<i>Mission</i>
1. Provide high-quality pathways for education and training for all students to meet the needs of our communities. 2. Be a fiscally sustainable organization. 3. Be welcoming, inclusive, supportive of, and responsive to all communities we serve.	1. Student Success 2. Strong Communities 3. Resource Stewardship	1. Learning Opportunities 2. Sense of Community 3. Diversity 4. Health and Humor 5. Excellence 6. Integrity 7. Teamwork 8. Innovation 9. Personal and Professional Growth 10. Sustainability	WWCC will be the catalyst that transforms our students' lives and the communities we serve.	WWCC inspires all students to discover their potential and achieve their goals by providing relevant, equitable, and innovative learning opportunities and services.

Exhibits

1. [Policy 1752: College Mission](#) (Webpage)
2. [Policy 1753: College Vision](#) (Webpage)
3. [Policy 1754: College Values](#) (Webpage)
4. [Policy 1755: Core Theme: Student Success](#) (Webpage)
5. [Policy 1756: Core Theme: Strong Communities](#) (Webpage)
6. [Policy 1757: Core Theme: Resource Stewardship](#) (Webpage)
7. [Fall Conference, 2021](#) (PDF)
8. [Strategic Plan, 2021-2023](#) (Webpage)
9. [Equity in Action Presentation](#) (PowerPoint)
10. [ELT Strategic Plan Tracking System](#) (Word Document)
11. [Work Equity Plan Template](#) (Word Template)
12. [Work Equity Plan Instruction Sample](#) (Word Document)
13. [Work Equity Plan Administrative Sample](#) (Word Document)
14. [Accreditation](#) (Website)
15. [Year One Self-Evaluation Report](#) (Webpage)
16. [Year One Commission Response](#) (Webpage)
17. [Mid-Cycle Self-Evaluation Report](#) (Webpage)
18. [Addendum to the Mid-Cycle Self-Evaluation Report](#) (Webpage)
19. [Mid-Cycle Commission Response](#) (Webpage)
20. [Ad Hoc Report](#) (Webpage)
21. [Ad Hoc Commission Response](#) (Webpage)

Eligibility Requirements

Walla Walla Community College attests that it remains in compliance with NWCCU Eligibility Requirements 1-23 as certified in the [Institutional Report Certification Form](#).

1. **OPERATIONAL STATUS:** The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.
2. **OPERATIONAL FOCUS AND INDEPENDENCE:** The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.
3. **AUTHORITY:** The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.
4. **INSTITUTIONAL EFFECTIVENESS:** The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.
5. **STUDENT LEARNING:** The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reason-

ing, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

6. **STUDENT ACHIEVEMENT:** The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).
7. **NON-DISCRIMINATION:** The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.
8. **INSTITUTIONAL INTEGRITY:** The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.
9. **GOVERNING BOARD:** The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.
10. **CHIEF EXECUTIVE OFFICER:** The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.
11. **ADMINISTRATION:** In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.
12. **FACULTY:** Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.
13. **EDUCATIONAL PROGRAMS:** Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.
14. **LIBRARY AND INFORMATION RESOURCES:** Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

15. **PHYSICAL AND TECHNOLOGY INFRASTRUCTURE:** The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.
16. **ACADEMIC FREEDOM:** Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.
17. **ADMISSIONS:** The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.
18. **PUBLIC INFORMATION:** The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.
19. **FINANCIAL RESOURCES AND PLANNING:** The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.
20. **FINANCIAL ACCOUNTABILITY:** For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.
21. **DISCLOSURE:** The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.
22. **RELATIONSHIP WITH NWCCU:** The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.
23. **INSTITUTIONAL CAPACITY:** The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Standard 2. Governance, Resources and Capacity



Governance

STANDARD 2.A.1 - BOARD

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Board of Trustees

The Revised Code of Washington (RCW) 28B.50.140 provides authority to the Board of Trustees to govern the College. Authority is delegated through the Washington State Board of Community and Technical Colleges (SBCTC). The Board of Trustees at WWCC acts only as a committee of the whole with no single member or subcommittee acting on behalf of the entire board, unless there is formal delegation of authority.

The Board of Trustees' role is to set policy for WWCC and to delegate administrative authority to the President. The Board is composed of five members appointed by the governor for five-year, renewable terms. No member of WWCC's board has contractual employment or financial interest in the institution. The Board is made up of a chair, a vice-chair, and three members. The chair and vice-chair are elected annually. The Board is convened monthly, unless there is an agreement to dispense with a meeting and the legally required cancellation notice is published. Board meetings include a general public meeting and executive or study sessions as needed. Executive sessions are held privately for confidential and legal issues in compliance with state statutes. Study sessions are open to the public and provide opportunities to further understand an issue in preparation for future board action. All meetings are announced in accordance with state regulations (WAC 132T-04-020). The Board holds an annual retreat during which Trustees undertake a more in-depth discussion of issues and review institutional goals for the previous years and the operating plans for the upcoming year.

The Board of Trustees is responsible for establishing, reviewing, and revising WWCC’s mission, goals, and policies to ensure the overall integrity of the College. Responsibilities and operational procedures are outlined in the WWCC Board of Trustees bylaws Chapter 132T-04 WAC and RCW 28B.050.100, 130, and 140 of the Community and Technical College Act of 1991. Additionally, the ethical requirements of the Board are described in the WWCC Board of Trustees’ Code of Ethics, which adhere to and do not supersede the Ethics in Public Services Act RCQ Chapter 42.52. The Washington State Association of College Trustees (ACT) is the state organization in which the Board of Trustees participates to keep current on state and legislative initiatives and changes. Strategic planning and review of the College’s mission and goals are key priorities during the annual retreat. The board also takes time annually to evaluate its performance and accomplishments, which also involves a self-evaluation for each member of the board.

Washington State Community and Technical Colleges

WWCC is one of 34 community and technical colleges included in the Washington State Board for Community and Technical Colleges (SBCTC) educational system. The WWCC Board of Trustees and SBCTC are governed by the Community and Technical Act of 1991 and RCW 28B.50.140, which established the authority for both entities. The entire system of governance for community and technical colleges is defined in state statute and directs each college to be governed by a local Board of Trustees. The allocation and distribution of funds as well as approval of property acquisitions also falls under the authority of the SBCTC.

The SBCTC sets policy and direction for the 34 institutions within the system. The SBCTC develops the vision, initiatives, and priorities for the entire Community and Technical College (CTC) system.

Each year the SBCTC develops an annual budget and then oversees the distribution of funds to support the entire CTC system. The SBCTC ensures that each college district maintains an open-door admissions policy and offers their designated educational training and service programs. The SBCTC administers criteria for the establishment of new colleges and modification of district boundary lines. It is also incumbent upon the SBCTC to establish the standards of operation of the community and technical colleges in the state of Washington.

Exhibits

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| <p>1. Institutional governance policies & procedures: *</p> <ul style="list-style-type: none"> • Policy 1004: Emergency Succession (Webpage) • Policy 1007: General Executive Accountability (Webpage) • Policy 1500: Delegation of Authority (Webpage) • Policy ####: Administrative Policies and Procedures Process (Word Document; Draft) <p>2. System governance policies/procedures: *</p> <ul style="list-style-type: none"> • Washington State Board for Community and Technical Colleges (Website) • Revised Code of Washington (RCW) 28B.50 (Webpage) • WAC Chapter 132T-04 (Webpage) • Ethics in Public Services Act RCQ Chapter 42.52 (Webpage) | <p>3. Multiple board governing policies/procedures: *</p> <ul style="list-style-type: none"> • Policy 1002: Communication/Counsel to the Board of Trustees (Webpage) • Policy 1256: Board of Trustees Code of Ethics (Webpage) • Policy 1260 – RCW 39.34 – Interlocal Cooperative Act (Webpage) <p>4. Board’s calendar for reviewing institutional and board policies/procedures: *</p> <ul style="list-style-type: none"> • Needs to be developed (planned for 2021-2022 academic year) <p>5. By-laws and Articles of Incorporation referencing governance structure: *</p> <ul style="list-style-type: none"> • Policy 1252: By-Laws (Webpage) <p>6. Board of Trustees (Website)</p> <p>7. Policy Development and Review Timeline (Word Document)</p> |
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*2.A.1 Required Evidence

Next Steps (Continuous Improvement)

WWCC, under its new leadership, has prioritized revisiting the policy and procedure process, timeline, and gaps. During the past academic year (2020-2021), the Board of Trustees and College President clarified the policy governance structure, identifying the differences between board and administrative policy, and between policies and procedures. This Spring (2021) the Executive Leadership Team (ELT) continued by creating an administrative policy and procedure for establishing, revising, and reviewing all policies and procedures. In the upcoming year, the ELT plans to overhaul the existing archive of policies and procedures, and to address the missing components (such as creating a policy on administrative governance structure, a policy and procedure on committee structure, and a long-term calendar for Board and Administrative review of all policies and procedures).

STANDARD 2.A.2 – LEADERSHIP

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

WWCC's system of leadership is staffed by qualified administrators with the appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. The structure at WWCC is a tiered structure – with the Executive Leadership Team (ELT) supported by deans and directors, who are in turn supported by assistant deans and assistant directors, who are in turn supported by department chairs and department leads. The leadership team is structured to serve, manage, and lead faculty, staff, and students. This structure is mapped out in the organizational charts found on the institution's website. These charts are updated annually (or as needed).

Executive Leadership Team (ELT)

WWCC's Executive Leadership Team includes the President; Vice President of Instruction; Vice President of Finance; Director of Equity, Diversity, & Inclusion; Executive Director, Foundation; Vice President of Human Resources; the Vice President of Enrollment Services & Institutional Effectiveness; and the Executive Assistant to the President. In the upcoming year, the team will also include a new Director of Marketing and Communications (starting September 15, 2021) and a new Vice President of Student Services (yet to be hired). The College has been successful at attracting highly qualified administrators with a combination of experience and credentials to provide effective educational and leadership management. The ELT members supervise all areas of the college, which presently looks like:

Areas	# of Divisions/ Departments
Equity, Diversity, and Inclusion	1
Human Resources	1
Foundation	1
Enrollment Services & Institutional Effectiveness	9
Instruction	14
Finance	6
President/Student Services	4

The Board of Trustees has tasked the ELT this year to reevaluate the structure and reassign roles and responsibilities appropriately. Per WWCC policy, the Board of Trustees hires the College president and provides him/her/they with delegated authority. From here, the College president delegates authority to the ELT members within an area of responsibility, as defined by their job descriptions and/or the changing needs of the organization. The ELT has a shared authority and responsibility to the institution in non-technical matters. The team's role is strategic in nature – addressing institutional changes (i.e., collegewide planning, budgeting, and decision making). The ELT is also committed to and responsible for assessing institutional effectiveness and achievements. In its effort of continuous improvement, the ELT meets weekly for two to four hours and holds an all-day retreat quarterly. Under the leadership of the Vice President of Enrollment Services and Institutional Effectiveness, the ELT is in the process of creating a strategic planning calendar to be shared collegewide. This calendar will detail all strategic initiatives, as well as assist with tracking progress. The Executive Assistant to the President assists the team in staying organized – utilizing tools such as Microsoft Teams, SharePoint, OneNote, and Outlook – for the creation of agendas, shared documents, and timely communications.

Each member of the ELT is responsible for planning, organizing, managing, and assessing their respective areas, and the team is accountable and responsible for looking at the college as a whole. To do so, the ELT members meet regularly with leaders from their area – cascading the communication to and from their area and the ELT. The ELT members also have regularly scheduled meetings with the College President/CEO. Having these regular and defined lines of communication have been essential in managing the College through a series of institutional changes and crises – i.e. presidential retirements and resignations, financial struggles, declining enrollments, and a global pandemic.

To assist with strategic planning, pandemic operations, and institutional assessment, the ELT also relies on participatory governance groups. The Governance Council played a pivotal role in launching a short-term (3 year) Strategic Equity Plan, establishing three overarching strategic goals with several subsequent measurable objectives. The Reentry Taskforce assisted in operationalizing many of the government proclamations and/or health directives resulting from the pandemic. The CwOLA – College-wide Outcomes and Learning Assessment Committee has established college-wide learning outcomes and processes to assess said outcomes. These participatory governance groups make recommendations to the ELT, which allows the ELT the opportunity to consider a broader perspective before implementing a college-wide change or initiative.

To assess the institution, the ELT employs a multiple-measure approach. The team reviews the President's Annual Performance Review, and the President conducts performance evaluations with every member of the ELT. These performance evaluations involve a 360-degree approach, with feedback provided from members of the college community. In addition, the ELT seeks feedback and insights through public forums – forums on budgets, COVID planning and response, and strategic planning. With the recent Board of Trustees' approval of the 2021-2023 Strategic Plan, the ELT will also utilize the corresponding Work Equity Plans to assess the institution's movement toward its strategic goals and objectives. These Work Equity Plans will be made available to the college community, as will the progress and results.

The ELT is accountable to the college as a whole, as well as the President (and thereby the Board of Trustees). To maintain transparency of operations, the ELT not only engages in public forums but also reports to the Board of Trustees regularly. This includes financial reports, enrollment reports, and more. The Board of Trustees' meetings also incorporate opportunities for public comment and comments from the faculty union and senate. The ELT Strategic Planning Calendar will be another means of holding the team accountable, and it will be presented by the Vice President of Enrollment Services and Institutional Effectiveness and the President at Fall Conference 2021.

Exhibits

1. Leadership Organizational Charts: *
 - [Organizational Charts](#) (Website)
2. Curriculum vitae of executive leadership: *
 - [Margarita Banderas, Director of Equity, Diversity & Inclusion](#) (Word Document)
 - [Jessica Cook, Executive Director, Foundation](#) (Word Document)
 - [Jessica Clark, Ph.D., Vice President of Instruction](#) (Word Document)
 - [Sherry Hartford, Vice President of Human Resources](#) (Word Document)
- [Peggy Lauerman, CPA, Vice President of Finance](#) (Word Document)
- [Doreen Kennedy, Executive Assistant to the President](#) (Word Document)
- [Nicholas Velluzzi, Ph.D., Vice President of Enrollment Services & Institutional Effectiveness](#) (Word Document)
3. [Position Profile: Vice President of Instruction](#) (Website)
4. [Position Profile: Vice President of Student Services](#) (Word Document)
5. [Vice President of Student Services Search](#) (Website)

*2.A.2 Required Evidence

Next Steps (Continuous Improvement)

The members and the role of the Executive Leadership Team has evolved over the past several years. At present, two members of the team have yet to start (i.e., the Director of Marketing and Communications and the Vice President of Student Services) and two members have been on the team less than a year (the Executive Assistant to the President and the Vice President of Instruction). In looking to the future, the Executive Leadership Team is in the process of redefining itself and will need to work on articulating and codifying its role and responsibilities at the institution.

STANDARD 2.A.3 – CEO/PRESIDENT

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as its chair.

WWCC named Dr. Chad Hickox the fifth president in May 2020, after serving for three months as the Interim President. He served following the resignation and untimely death of President Derek Brandes. Dr. Hickox came to WWCC in February 2018 as Vice President of Instruction. From July 2019 through March 2020, he served as Executive Vice President/Provost. Prior to coming to Walla Walla, he served from 2015 to 2018 as the Academic Officer at a rural community college in Helena, Montana. Dr. Hickox's professional experience in higher education spans more than two decades in numerous roles at colleges across the country. At the request of faculty, staff, and students, WWCC's Board of Trustees named Dr. Hickox president without a national search as he had already proven himself "a trusted leader who is well-qualified and ready to lead through these unprecedented times." By selecting Dr. Hickox, the Board of Trustees allowed the College the opportunity to navigate multiple crises –budget, enrollment and COVID -- and to move forward with rebuilding.

Qualifications

In selecting Dr. Hickox as president, WWCC relied on the revised and updated presidential profile from 2016. This profile was crafted shortly after WWCC's long-time (31 years) president, Steve Van Ausdle, announced his impending retirement. Per the 2016 Presidential Search Profile, WWCC desired someone who would provide exceptional and distinguished leadership. Successful applicants were to be "a proven leader" and mission-driven. It was under this profile that both the fourth and fifth presidents were selected.

Desired Presidential Attributes

WWCC desired a dynamic and inclusive leader with a passion for higher education and an astute understanding of the unique mission and challenges facing 21st century community college education. The next President needed to be a proven educational leader with academic credentials appropriate for successfully leading the College. S/he/they needed to value teaching, scholarship, technical/vocational training, and lifelong learning. The next President also needed the ability to inspire a diverse group of stakeholders, have a good business sense and financial acumen. The President had to be confident, personable, and an action-oriented servant leader with a strong professional presence who engaged others with respect, integrity, compassion, and a sense of humor. Per the profile, it was expected that the President of WWCC would be:

- passionate about the community college mission.
- a respected student-centered advocate.
- a progressive leader with a track record for promoting and strengthening inclusion and diversity.
- a proven fundraiser with an entrepreneurial spirit.
- a dynamic and politically astute relationship and team builder.
- an enthusiastic and inspirational leader.
- a transparent and collaborative leader.
- an effective and exceptionally skilled communicator.
- a strong leader.
- capable of effectively partnering with the Board of Trustees.

Responsibility

The Board of Trustees appoints and annually evaluates the college president. Since 1985, the President has served under a series of three-year contracts. WAC 132T-04-080 designates the president as the board secretary. The Delegation of Authority was approved by the Board of Trustees on April 20, 2005, and states,

The President of the College shall have the authority to exercise in the name of the Board all of the powers and duties vested in or imposed upon the Board by law, including all powers granted by the Board as governing body by Chapter 39.32 RCW or any other state statute. The President of the College shall be directly responsible to the Board of Trustees. The President shall be the principal administrative officer of the College and shall have general supervision of all operations and programs of the institution. The President shall carry out all rules, regulations, orders, directives, and policies established by the Board and shall perform all other duties necessary or appropriate to the administration of the College. The essence of the relationship between the Board and the President shall be one of full mutual confidence and open communication.

The President serves as the chief executive officer of the college and ensures accountability to the college's mission. The President is also a visible and influential member of the community and a vigorous advocate for the College in the local community, in the state, and the nation. The President provides leadership in:

- managing all aspects of the institution.
- approving curriculum related to the WWCC mission.
- developing and managing human and financial resources to achieve the College's mission.
- cultivating financial resources and managing the College's operating and capital budgets.
- ensuring accountability and institutional effectiveness in every area of the College.

- fostering an educational environment that nurtures learning and focuses on mutual respect of all staff and students.
- assessing the needs of the community and promoting educational opportunities to meet needs.
- promoting the College as a vehicle for economic development within the community.
- collaborating with the common schools, other colleges and universities, businesses, and non-profit agencies to maximize resources and provide unduplicated educational opportunities to students.
- motivating faculty and staff to work together toward meeting the College's goals and mission and recognizing their accomplishments.
- nurturing a culture of evidence to inform decision-making and resources allocation.
- ensuring that all College policies and procedures are followed.
- engaging the Board of Trustees, community, staff, and students in developing the College's vision for the future and ensuring that efforts and resources are appropriately allocated to focus on the vision

Per the President's contract:

The President shall act as the chief executive officer of the College and shall be responsible for all subordinate personnel and for carrying out such duties and responsibilities as may be directed by the Board or as may be set forth in the administrative policies of the College and/or applicable laws. The President shall perform all duties and shall carry out all responsibilities that the Board has delegated to the President by resolution or otherwise. The Board reserves the right, in its sole discretion, to assign or reassign the duties of the President.

The President and the Board acknowledge and agree that the duties here under shall be to manage the entire program of activities at the College and that such duties shall be commensurate with those customarily performed by presidents of public colleges of comparable size and type, including but not limited to developing the institutional mission and educational program; long-range, strategic, and budget planning; managing and developing the financial, capital, and human resources of the College; and maintaining strong and positive relations with internal and external constituencies, as well as such other duties as may from time to time be mutually agreed upon or assigned by the Board, in its sole discretion.

The President shall at all times keep the Board fully informed of significant issues affecting the College, including but not limited to matters related to the performance of personnel, budgetary matters, over or under-enrollment of students, legal issues, or the reputation of the College. The President shall provide special reports or other information requested by the Board. Between Board meetings, the President shall communicate to the Chair of the Board, but any written material shall be distributed to all members of the Board.

The President agrees to perform at all times, faithfully and industriously, and to the best of the President's ability, experience, and talents, all of the duties that may be required pursuant to the express and implicit terms hereof to the reasonable satisfaction of the Board of Trustees. The President agrees to respect and obey all laws, rules, and regulations of the State of Washington and to act at all times in a thoroughly professional manner so as not to bring discredit upon the President or injure the reputation of the College.

Exhibits

1. Curriculum Vitae of the President/CEO: *
 - [Curriculum Vitae](#) (Word Document)
2. [Presidential Search Profile, 2016](#) (PDF)
3. [Office of the President](#) (Website)
4. [WWCC Spotlight: Chad Hickox](#) (Blog)
5. [Hickox selected as president of WWCC](#) (News Article)
6. [Interim President Job Description](#) (Word Document)

*2.A.3 Required Evidence

Next Steps (Continuous Improvement)

This year the Board of Trustees would like Dr. Hickox and his team to work on the following objectives:

- **enrollment:** actively managing it and setting targets.
- **pandemic/post-pandemic operations:** re-opening the college and creating a new identity.
- **reorganization/structural sustainability:** improve the organizational structure.
 - create a coherent and rational structure.
 - update organizational charts.
 - create coherent portfolios for executive leaders (i.e., Vice President of Student Services, Director of Marketing and Communications).
 - create a structure for participatory governance.
 - create a timeline for reorganization.
- **equity, diversity, and inclusion action plan:** create an action plan with measurable goals and define roles (i.e., Board of Trustees).
- **communications plan:** create a communications plan for internal and external communications, including recruitment and marketing.

In addition, the President is also committed to building better partnerships within the districts served by WWCC. To do so, he has organized industry listening sessions. To date, he has held two such listening sessions, one with Small (farm to table) Agriculture business leaders and one with Technology business leaders. Looking ahead, these sessions will continue with Large (commercial) Agriculture, Hospitality, and Education sectors as well. Through these sessions, as well as others, the President is upholding the institution's commitment to stimulating the regional economy by understanding the needs, wants, and desires of our local business partners.

STANDARD 2.A.4 – DECISION-MAKING

The institution's decision-making structure and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Structure

WWCC's decision-making structure is presently under reconstruction given the recent crises (i.e., financial crisis, declining enrollment, and the pandemic) as well as the leadership changes (i.e., new president, two new Vice Presidents, new Executive Assistant, and two vacant ELT positions – Vice President of Student Services and Director of Marketing and Communications). That said, WWCC is still functioning with two participatory committees – Governance Council and the Reentry Taskforce.

Established in 2019, the Governance Council is an advisory board on college-wide issues. The Council's primary role is to facilitate participation in overall governance of the College. The Council functions as a conduit of information between the President, Executive Leadership Team (ELT) and the College as a whole. They address issues, such as budget cuts, communications, campus culture, and strategic planning.

Established in response to the COVID-19 pandemic, the Reentry Taskforce is an advisory group on college-wide issues pertaining to mitigating risk with campus reentry during the pandemic. This task force reviews all health directives and government proclamations with the lens of operationalizing the expectations at WWCC. The Taskforce makes recommendations to the ELT on how the college can move ahead with plans for in-person instruction, while first and foremost keeping all members of the College community safe. The flow of information goes both directions, with the President and ELT occasionally requesting input from the Reentry Task Force on particular topics—how to hold an event of a certain kind, for example—as well as the Task Force generating recommendations and cautions for the consideration of the President and ELT.

To assist in the evaluation of WWCC's decision-making structure, the Governance Council has taken an inventory of recent committees, ad hoc groups, and taskforces at the institution. They are in the process of pulling together a recommendation for the ELT that includes ensuring all committees are in alignment with the Strategic Plan, and that there exists a purpose, responsibility (clearly identified), and flow of information/work-product to-and-from each committee. This evaluation process likely will result in the disbanding or re-configuration of some committees, as well as the almost certain creation of new committees to expand and enhance opportunities for participatory governance.

Processes

The President and the ELT are presently in the process of rebuilding the leadership structure, and to create portfolios of responsibility that form natural and cohesive roles at the institution. The recent hiring of a Director of Marketing and Communications (to start on September 15, 2021) and the active recruitment for the Vice President of Student Services (anticipated to start in December 2021) will allow a more rational and sustainable organizational structure to emerge. The President and ELT will review recommendations from the Governance Council regarding committee structure, and roles and responsibilities of those committees to conduct the business of the College. In doing so, the President and the ELT are intent on improving processes and communications throughout the College.

Exhibits

- | | |
|--|--|
| 1. Institutional governance policies & procedures (see 2.A.1): * | 2. Policy Development and Review Timeline (Word Document) |
| • Policy 1004: Emergency Succession (Webpage) | 3. Governance (Website) |
| • Policy 1007: General Executive Accountability (Webpage) | 4. Existing Committees (Excel Spreadsheet) |
| • Policy 1500: Delegation of Authority (Webpage) | 5. Committee Recommendations – Governance Council (Word Document; Draft) |
| • Policy ####: Administrative Policies and Procedures Process (Word Document; Draft) | 6. Coronavirus (Website) |
- *2.A.4 Required Evidence

Next Steps (Continuous Improvement)

Under the leadership of the President, WWCC is working thoughtfully and strategically to improve its decision-making structure. In collaboration with Governance Council, the President plans to create a charter-like process for the creation of committees. Utilizing this process will help councils/committees spell out their purpose, representation, and terms of service. It will also help the institution align existing committees under a) the new organizational structure and b) the new Strategic Plan. This will also allow the President to clearly articulate in a new policy and procedure the roles of councils and committees in decision-making at WWCC.

Academic Freedom

STANDARD 2.B.1 – ACADEMIC FREEDOM

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Principles of Academic Freedom

As an institution of higher education, WWCC commits itself to the principle of intellectual freedom for faculty and students. Statements of academic freedom appear in the text of the WWCC Faculty Handbook and in the negotiated collective bargaining agreement with faculty, which is approved by the Board of Trustees. While the college has committed itself to the principles of academic freedom, it has yet to formalize this practice into a board or administrative policy.

Faculty Handbook- Academic Freedom Statement

Academic Freedom is fundamental to the advancement of truth. Academic Freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. However, it carries with it certain duties and responsibilities along with rights.

Faculty are entitled to freedom in the classroom in discussing their teaching subject, but they should be sensitive to the diverse views and experiences of their students and be careful not to introduce into their teaching, controversial matter which has no relation to their subject.

AHE Faculty Contract (2019-2022)

Article 9.2

Each employee is entitled to freedom in the classroom in the discussion and presentation of the subject he/she teaches.

Student Code of Conduct

Academic freedom - Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public. Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services, subject to the limitations of RCW 28B.50.090 (3)(b). Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors. Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and any and all harassment, including sexual harassment.

Exhibits

1. Academic freedom policies and procedures: *
 - Needs to be developed (planned for 2021-2022 academic year)
2. [Faculty Handbook, 2018-2019](#) (Webpage)
3. [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Webpage)
4. [Policy 1752: Mission](#) (Webpage)
5. [Policy 1753: Vision](#) (Webpage)
6. [Policy 1754: Values](#) (Webpage)
7. [WAC 132T-100-020 Student Code of Conduct](#) (Webpage)
8. [College in the High School: Creating a WWCC Aligned Syllabus](#) (Webpage)
9. [College in the High School: Instructor Handbook, 2020-21](#) (Webpage)
10. [American Association of University Professors \(AAUP\)](#) (Website)

Next Steps (Continuous Improvement)

Instructional leadership (the Vice President of Instruction, Deans, and Directors) in collaboration with the Faculty Senate and union are committed to drafting a formal Policy Statement on Academic Freedom during Fall 2021. This statement will be rooted in the existing statements referenced above, as well as the standard established by the [American Association of University Professors \(AAUP\)](#).

AAUP: Academic Freedom

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

STANDARD 2.B.2 – ACADEMIC FREEDOM

Within the context of its mission and value, the institution defines and actively promotes an environment that supports independent thought in pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasonable conclusion with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Intellectual Freedom and Scholarship

WWCC actively promotes an intellectual environment that presents scholarship fairly, accurately, and objectively. Intellectual discourse, debate, and understanding are at the heart of the College's mission, vision, and values. Independent thought is encouraged and supported in the investigation and dissemination of knowledge and this extends to faculty, students, administrators, and staff. Statements protecting intellectual freedom and scholarship exist in handbooks and contracts; however, there is no board or administrative

policy protecting WWCC’s long-standing practice of promoting an environment that supports independent thought in the pursuit and dissemination of knowledge.

The College’s [Commitment to Diversity](#) serves as an example of its commitment to testing and examining all knowledge and theories, thought, reason, and perspectives of truth. Per WWCC’s Commitment to Diversity:

- WWCC represents a community of people of diverse cultures, ages, sexual orientation, races, religions, abilities, ethnicities, and nationalities working and learning in an atmosphere of intellectual freedom and mutual respect; and
- WWCC is committed to offering courses and campus-wide activities that are inclusive and is committed to offering a diversity of perspectives and support for individual and cultural differences.

WWCC has also recently created an executive leadership position – Director of Equity, Diversity, and Inclusion – to further promote and define this environment of independent thought.

The Director of Equity, Diversity, and Inclusion assisted the Governance Council and the Executive Leadership Team in the development of the institution’s new [Strategic Plan](#), which is rooted in diversity, equity, and inclusion, and thereby intellectual freedom and scholarship. Per the plan:

1. Walla Walla Community College will provide high-quality pathways for education and training for all students to meet the need of our communities.
2. Walla Walla Community College will be a fiscally sustainable organization.
3. Walla Walla Community College will be welcoming, inclusive, supportive of, and responsive to all communities we serve.

Within these strategic goals are more specific objectives designed to sustain the environment of intellectual curiosity and development.

In Winter 2018, WWCC began working on a Policy and Procedure to protect expressive activities – i.e., Freedom of Speech, Expression, and Assembly by Students. The draft policy and procedures were generating fruitful discussions across the campus. The conversations were ongoing when the college was confronted with several external forces (i.e., presidential leadership change; global pandemic) that stymied the discussion. In July 2020, the AAG issued new recommendations for a policy/procedure pertaining to expressive activities. This model policy has been reviewed by administration but has not yet been reviewed/discussed or adapted for an institutional policy or procedure.

Exhibits

1. [Faculty Handbook, 2018-2019](#) (Webpage)
2. [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Webpage)
3. [Policy 1752: Mission](#) (Webpage)
4. [Policy 1753: Vision](#) (Webpage)
5. [Policy 1754: Values](#) (Webpage)
6. [WAC 132T-100-020 Student Code of Conduct](#) (Webpage)
7. [Commitment to Diversity](#) (Webpage)
8. [Strategic Plan for Equity and Inclusion, 2014-2020](#) (Webpage)
9. [Strategic Plan, 2021-2023](#) (Webpage)
10. [AAG Model Code for Use of College Facilities for Expressive Activity](#) (Word Document; Draft)

Next Steps (Continuous Improvement)

The Vice President of Instruction and Instructional Deans and Directors, in collaboration with the leadership of the Faculty Senate and Faculty Union, have made a commitment to restarting the discussion on Expressive Activity to create a policy and procedure designed to protect our environment that affirms the freedom of faculty, staff, administrators, and students to share their thoughts and knowledge. The College plans to have the policy/procedure adopted during the 2021-2022 academic year.

Policies and Procedures



STANDARD 2.C.1 – TRANSFER OF CREDIT

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Transfer of Credit

WWCC's transfer-of-credit statement maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals. The College recognizes credits earned at other regionally accredited institutions with grades of D (1.0) or higher, provided they are essentially equivalent in academic level and nature of work offered by the College. WWCC subscribes to the statewide policy on Intercollege Transfer and Articulation among Washington Colleges and Universities, which is endorsed by all the public and private colleges and universities in Washington State. The College's transfer policies and procedures are clearly stated in the College Catalog (page 48). This transfer and articulation umbrella policy is found within the ICRC Handbook, 2020, along with approved guidelines for the Direct Transfer Agreement (DTA). The agreement ensures that

transfer degrees fulfill the general education requirements of participating four-year colleges and universities in Washington State and allows students full articulations of associate degrees and the opportunity to pursue any major at the four-year college level.

Exhibits

1. Transfer of Credit Policies/Procedures: *
 - [Policy 6560: Transfer of Credit](#) (Word Document; Draft)
 2. [ICRC Handbook, 2020](#) (Website)
 3. [College Catalog, 2020-21](#) (Website)
 - Transfer of Credit (page 48)
 - Awarding Academic Credit for Prior Learning (page 21)
 4. [Academic Transfer](#) (Website)
 - [Transfer Agreements](#) (Webpage)
 5. [Transfer Center](#) (Website)
- *2.C.1 Required Evidence*

Next Steps (Continuous Improvement)

While the College has a Transfer-of-Credit statement, as well as a statement regarding awarding credit for prior learning, these statements need to be adopted as official policies and/or procedure statements. This process was planned but was interrupted by the pandemic, so work will be completed during the 2021-2022 academic year. The policies and/or procedures will be classified as administrative policies.

STANDARD 2.C.2 – STUDENTS’ RIGHTS AND RESPONSIBILITIES

The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Students Rights and Responsibilities

WWCC has a number of policies, procedures, and related statements regarding student rights and responsibilities. These address provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities. These statements are housed in multiple locations online, including but not limited to the College Catalog and Student Handbook. These statements are also consistent with the Washington Administrative Code of Student Rights and Responsibilities (WAC 132P-33). The Student Rights and Responsibilities are reviewed and revised as necessary by the Vice President of Student Services (recruitment currently in progress to fill this vacancy) and the Vice President of Instruction before being taken to the Executive Leadership Team (ELT), and ultimately to the president for final approval.

In compliance with the Americans with Disabilities Act (ADA) of 1990, and Section 504 of the Rehabilitation Act of 1973, WWCC is committed to providing reasonable accommodations, including core services, for qualified students with disabilities. In order to serve students with disabilities and to provide meaningful support services, a full-time disabilities coordinator is employed, as well as a full-time accessibility specialist. Both positions work closely with faculty to ensure students with disabilities obtain reasonable accommodations and modifications as needed in the instructional setting.

Exhibits

1. Documentation of students' rights and responsibilities policies and procedures, which include academic honesty, appeals, grievances, and accommodations for persons with disabilities: *
 - [Student Code of Conduct](#) (Webpage)
 - Academic Honesty (page 8)
 - Appeals (page 17)
 - [Instructional Grievance Procedure](#) (Webpage)
 - [Policy 2010: Discrimination and Harassment Policy and Discrimination Procedure](#) (Webpage)
 - [Policy 6500: Religious Accommodation](#) (Webpage)
 - Accommodations for Persons with Disabilities
 - Needs to be developed (planned for 2021-2022 academic year)
 2. [Student Rights and Responsibilities](#) (Website)
 3. [Students Right to Know](#) (Website)
 4. [WWCC Disability Support Services](#) (Website)
 5. [Policies and Procedures](#) (Website)
- *2.C.2 Required Evidence

Next Steps (Continuous Improvement)

In the upcoming accreditation cycle, WWCC is poised to embark on a comprehensive restructuring of its policies and procedures. The result of that effort will be the systematic alignment of policies and procedures across both categories of policy--Board or Administrative--and having all policies available through WWCC's institutional Policies and Procedures webpage. We will continue to make these policies accessible to various sets of stakeholders by cross-referencing them in the College Catalog and Student Handbook, for example. This alignment and restructuring process will also include the codification of our policy and procedure for Accommodations for Persons with Disabilities from our current practices, which includes a deep commitment to the principles of Universal Design for Learning.

STANDARD 2.C.3 – ADMISSIONS; PLACEMENT; ACADEMIC STANDING

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions

WWCC provides access to every adult who can benefit from our services through an "open door" admissions practice as established by the State of Washington (RCW 288.50.020). Some Workforce Education programs have specific admission criteria and limited space, but even so, WWCC makes every effort to ensure maximal accessibility and a reasonable probability and timeframe for program admissions. The College's admissions, satisfactory progression, academic appeals, termination, and readmission statements are clearly outlined, published, and administered in a fair, equitable, and timely manner.

Placement

At WWCC there are various tools in use to establish academic preparedness and appropriate placement for entering students. Placement is based on degree pathway, previous assessments such as ACT, SAT, or SBAC, and high school and college transcripts. Unofficial copies of these documents will be reviewed through a Placement Survey. If placement cannot be determined based on these documents, students will take an ACCUPLACER exam to determine their placement.

Academic Standing

Each quarter, the College recognizes student academic achievement for full-time students (12 credits or more exclusive of remedial courses and cooperative work experience credits) who meet the following minimum criteria: achieve a 3.85 GPA for the President's List or achieve a 3.50 GPA for the Vice President's List. Students with grades of I (Incomplete), Y (In-Progress), Z (No Credit), or an F are not eligible for honor roll recognition. The academic warning and suspension policy is intended to promote successful learning and is operationalized through a systematic Academic Early Alert system that includes timely feedback from faculty that is collected and acted upon by advisors, completion coaches, and other student success center staff. With this assistance, students, advisors, and faculty are alerted to potential problems in time to take corrective action or to provide additional assistance/resources as needed.

Exhibits

1. Policies and Procedures for recruiting, admitting, and placing students: *
 - [Underage Admissions Policy and Procedure](#) (Webpage)
2. Policies/Procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures: *
 - [Policy 6510: Academic Standards Policy](#) (Webpage)
3. [Admissions](#) (Website)
4. [College Catalog, 2020-21](#) (Webpage)
 - Admissions and Residency (page 13)
 - Placement Process (page 16)
 - Academic Standards Policy (page 25)
5. [Student Handbook](#) (Webpage)
6. [Policies and Procedures](#) (Webpage)

*2.C.3 Required Evidence

Next Steps (Continuous Improvement)

The next steps in addressing admissions, placement, and academic standing for WWCC involve moving the statements from the College Catalog and Student Handbook into formalized college policies and/or procedures. This includes creating board policies and administrative procedures pertaining to recruitment, admissions, and placement. It also involves moving all policies/procedures into a central location: [Policies and Procedures](#). This is a priority for the recently-hired Vice President of Instruction, who will be joined in her efforts by the soon-to-be hired Vice President of Student Services.

STANDARD 2.C.4 – STUDENT RECORDS

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Student Records

WWCC follows federal and state regulations regarding the retention of student records. Documents, including college transcripts and official transcript evaluations, are systematically scanned for increased reliability of records retention. High school records, diplomas, or completions are also scanned for additional security and access. These electronic records are stored on a WWCC server and are password protected. The Technology Services staff also provides backup for all stored documents.

WWCC adheres to the regulations set forth by the Family Educational Rights and Privacy Act (FERPA). FERPA guidelines, including the identification of data that is considered directory information, are available online. Staff members are trained on FERPA regulations before they are given access to WWCC's Student Management System (SMS) or the Advisor Data Portal (ADP). FERPA trainings are offered annually to college staff. WWCC also implemented the adoption of a required confidentiality notice in the student employment handbook, and a FERPA confidentiality notice of understanding is incorporated into the advisor portal access process as a frequent reminder of FERPA regulations and staff agreement information is retained in a database.

Exhibits

1. Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release, protection from cybersecurity issues or other emergencies: *
 - [Confidentiality of Student Records](#) (Webpage)
2. [Faculty Handbook](#) (Webpage; page 12)
3. [College Catalog](#) (Webpage)
 - Student Records (FERPA; page 26)

*2.C.4 Required Evidence

Next Steps (Continuous Improvement)

Moving forward, as part of its continuous improvement project, updating and enhancing policy-making and communication, the College intends to assign the Confidentiality of Student Records (FERPA) Policy its own conventional number in the existing Policy and Procedure numbering system. Following this enhancement, the updated policies will be widely published (via the WWCC Student Handbook, Faculty Handbook, and College Catalog, for example). This update, while minor, will allow for ease of reference and access of the policy. This change will be applied in the upcoming academic year under the leadership of the new Vice President of Student Services.

Institutional Integrity

STANDARD 2.D.1 – TRUTHFUL REPRESENTATION

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.



Clear and Accurate Communications

WWCC is committed to representing itself clearly, accurately, and consistently through its announcements, statements, and publications. While the institution has been without a Director of Marketing, since December 2017, current administration has contracted with an external consultant since 2019 to assist with crisis communication in the midst of the COVID-19 pandemic. During the Summer of 2021, the College re-envisioned the Director of Marketing position and created a Director of Marketing and Communications position that will report directly to the College President. The new Director of Marketing and Communications starts September 15, 2021, and will be responsible for helping the College uphold its commitment to clear, accurate, and consistent communications with both our internal constituencies and external audiences. The Director of Marketing will oversee the Department of Marketing and collaborate with the Webmaster to ensure the College is communicating its academic intentions, programs, and services to students and the public while demonstrating that the academic programs can be completed in a timely fashion.

Academic Publications

WWCC's primary academic publications that house information pertaining to the College's academic intentions, programs, and services are the College Catalog, eSchedule, and the College Website. At present time, the college does not have an established policy or procedure for creating, managing, revising any of its publications, including the aforementioned primary academic publications. There are assigned leads for the publication (Registrar – College Catalog; Curriculum and Scheduling Specialist – eSchedule; Webmaster – Website). These leads do take a collaborative approach to producing and maintaining these publications.

The College Catalog is published annually, and available online via the College website. A limited number of the catalogs are printed. The College Catalog provides information about the college, admissions and residency, academic expectations, student services and programs, community connections, degree information, areas of study, and course descriptions. The catalog also contains maps and suggested pathways that allow for the timely completion of degrees. The eSchedule is online-only, searchable by quarter, and is built out one quarter in advance. Both the catalog and the eSchedule are reviewed by Deans and Department Chairs or Faculty Leads prior to the go-live dates (or publication dates). The Curriculum Committee also plays a roll in reviewing new and/or revised course descriptions for all of the aforementioned academic publications.

In the absence of a Director of Marketing and Communications, the Webmaster has relied on a Website Content Committee to assist with website review and maintenance. In practice, this committee regularly meets (twice a month) to evaluate upcoming content that needs to be promoted on the website (i.e., registration deadlines, campus events), evaluate content that should be removed or given a less prominent place on the website, and create content and/or work with the graphics team on new content. There are two online forms that the committee uses to gather information requests on the website – an announcement request and an update request.

Exhibits

1. Policies/procedures for reviewing published material (print or websites) that assures institutional integrity: *
 - Needs to be developed (planned for 2021-2022 academic year)
2. [College Catalog, 2020-21](#) (Webpage)
3. [eSchedule](#) (Webpage)
4. [Walla Walla Community College Website](#) (Website)
5. [Website Announcement Request](#) (Webpage)
6. [Website Update Request](#) (Webpage)
7. [Annual and Quarterly Schedule Production Timeline](#) (Word Document; Draft)

**2.D.1 Required Evidence*

Next Steps (Continuous Improvement)

Because the College has been without a Marketing and Communications Director for more than four years, the College has fallen behind on revising and reviewing some of its printed materials (i.e., Faculty Handbook, Employee Handbook, Website). The Director of Marketing and Communications will begin working at WWCC on September 15, 2021, and will assist the College in establishing a Communications Plan, that includes creating policies/procedures (and schedule) for reviewing all college publications (print or media or webbased publications) to help ensure that we are meeting our commitment to clear, accurate, and consistent communications. In addition, the Vice President of Instruction and the Vice President of Student Services (upon hire) will work to establish and formalize strategic planning calendars for the production and revisions of the primary academic publications (i.e., the Catalog and eSchedule).

STANDARD 2.D.2 – ETHICS AND COMPLAINTS

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

WWCC recognizes the value in creating policies and procedures to set expectation. Policies and procedures work to ensure high ethical standards in managing and operating the institution and to ensure all individuals will be treated fairly and with respect. Job descriptions, for instance, detail expectations for high ethical standards in work and in dealing with the public and external partners.

Ethics

Specific policies, procedures, and practices govern ethical conduct in many areas of the College. Practices detailed in 2.E demonstrate the College's high ethical standards for managing its finances, including the annual audits and transparent budgeting process. Board Policy 1256: Board of Trustees Code of Ethics requires that members of the Board set the ethical tone of the institution both through their personal conduct and their leadership role with the College. These expectations, as noted in the Board Policy, align with Washington State's Ethics in Public Service Act, RCW Chapter 42.5. The College also has Policy 2010: Ethics that outlines at an institutional or operational level its expectations regarding ethical conduct. Furthermore, the policies, procedures, and practices detailed in 2.C regarding consistent transfer practices, as well as the legal and ethical treatment of student records also demonstrates the institution's commitment to ethical conduct.

WWCC has two Board Policies that pay particular attention to the fair and equitable treatment of people at the College – Policy 1008: Treatment of Employees and Policy 1009: Treatment of People. In addition, as cited in 2.C.2 the College is committed to the protection of Students' Rights and Responsibilities. Those with concerns about the ethical actions/behaviors at the College may voice their concerns under Policy 5280: Whistleblower Protection.

To promote fair and consistent hiring practices, Human Resources, in collaboration with the Department of Equity, Diversity, and Inclusion, have launched a Search Advocacy program at Walla Walla Community College. Through this program, there is always one, non-voting committee member on each Screening Committee who assists the Screening Chair with ensuring the process is fair, equitable, and consistent. In addition, the Human Resource Department is in the process of developing policies and procedures to be used by all hiring committees that will address training protocols, chair responsibilities, committee structure, as well as interview/selection protocols.

Complaints and Grievances

WWCC has established policies, procedures, and practices in writing to address complaints and grievances for all students, employees, and community members, in an equitable and consistent manner. Students can locate the various processes (depending on their needs), using the College Website and Student Handbook. Faculty and staff can locate information regarding their processes using the College Website as well – through the Policies and Procedure page, the Employee and Faculty Handbooks, and their respective collective bargaining agreements.

All Title IX-related resources are provided through WWCC’s Human Resources Department, which serves as the office responsible for coordinating all Title IX-related complaints/investigations. All employees are required to complete annual training for Title IX.

Exhibits

1. Policies/procedures for reviewing internal and external complaints and grievances: *
 - [Policy 1256: Board of Trustees Code of Ethics](#) (Webpage)
 - [Policy 1008: Treatment of Employees](#) (Webpage)
 - [Policy 1009: Treatment of People](#) (Webpage)
 - [Policy 2010: Ethics](#) (Webpage)
 - [Policy 5280: Whistleblower Protection](#) (Webpage)
 - [Policy 2020: Title IX Grievance Procedures](#) (Webpage)
 - [Policy 2250: Sexual Harassment and Grievance Procedure](#) (Webpage)
 - [Nondiscrimination and Harassment Discrimination Procedure](#) (Administrative Procedure; Webpage)
 - [Grievance Procedure for Instructional Issues](#) (Webpage)
 2. [Employee Handbook](#) (page 15; Webpage)
 3. [Search Advocates](#) (Website)
 4. [Committee Chair Responsibilities for Exempt & Faculty Recruitments](#) (Word Document)
 5. [Resolving Student Complaints \(@eLearning\)](#) (Webpage)
 6. [Discrimination/Harassment Complaint Form 2010F](#) (Webpage)
 7. [Student Rights and Responsibilities](#) (Webpage)
 8. [Student Handbook](#) (Webpage)
 9. [Faculty Handbook](#) (pages 10-11; Webpage)
 10. [Employee Handbook](#) (page 14; Webpage)
 11. [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (pages 46-48; Webpage)
 12. [WPEA Collective Bargaining Agreement – Classified](#) (pages 34-36; Webpage)
- *2.E.2 Required Evidence

Next Steps (Continuous Improvement)

Moving forward, WWCC is planning to evaluate and update its institutional website. In the process of doing so, the institution will work to consolidate the institution’s policies and procedures (board and administrative). This will create a central location for students, staff, and community members to locate information concerning complaints and concerns. Presently, the institution is also actively recruiting a Vice President of Student Services who will oversee Student Code of Conduct issues, and serve as the Deputy Title IX Coordinator.

STANDARD 2.D.3 – CONFLICTS OF INTEREST

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Conflicts of Interest

WWCC employees are subject to Washington State’s Ethics in Public Service (RCW 42.52), and, as a result, they are required to complete an Ethics in Public Service Training. This training describes the conduct and conflict-of-interest responsibilities as a public employee. Board Policy 1256: Board of Trustees Code of Ethics and Administrative Policy 2010: Ethics regulates gifts from third parties and prohibits financial and/or personal gains from their relationship with the College on the part of any member of the College (i.e., Board members, administration, faculty, and staff). The College also has a Nepotism policy that prohibits conflict-of-interest issues between administration/management and employees.

Exhibits

1. Policies/procedures prohibiting conflicts of interests among employees and board members: *
 - [Policy 1256: Board of Trustees Code of Ethics](#) (Webpage)
 - [Policy 2010: Ethics](#) (Webpage)
 2. [Ethics in Public Service Training](#) (Website)
 - [Nepotism](#) (Webpage)
 - [Ethics](#) (Webpage)
- *2.D.3 Required Evidence

Next Steps (Continuous Improvement)

The College plans to revisit the Ethics and Conflict of Interest related Policies and Procedures. Many have not been updated/revised in ten to twenty years, and need to be codified (numbered) for ease of access and clarity. The Executive Leadership Team (ELT) has added this to its list of priorities.

Financial Resources

STANDARD 2.E.1 – AUDITS, OVERSIGHT

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

AUDIT & REPORTING PROCESSES

WWCC's audit and reporting processes are designed to ensure financial stability and to allow the College to achieve and fulfill its mission. These processes comply with state laws and state board policies governing oversight and management of financial resources.

Audit Process

The College undergoes an annual external audit by the State of Washington's Audit Office which tests the work done in each individual unit, from Financial Aid to Accounts Payable to Budget and Finance. The State Auditor's Office is selected by the State Board of Community and Technical Colleges (SBCTC). The audit in-



cludes an opinion on the overall College financial reporting, with a separate opinion (accountability audit) of the College's compliance with internal controls.

The College's focus, culminating in the audit process, is in improving and maintaining strong internal controls, complying with all state and federal regulations, producing accurate financial statements, and following college-based and governmental best practices. The College produces the Comprehensive Annual Financial Report (CAFR), and the auditors review this work and then provide a detailed presentation of the audited financial statements and any audit findings. WWCC has consistently received an unmodified opinion, the highest opinion possible, on its financial statements, the result of its high-quality practices.

Reporting Practices

Reporting, reviewing, and analyzing of current financial information throughout and at the end of the year is the key to ensuring that the college is fiscally stable and able to meet its current and future financial needs. Both unrestricted and restricted resources and expenses are managed within 14 different fund types according to the nature of the activity. Spending and monitoring of these funds (i.e. General Fund, Financial Aid, Grant, Capital Projects, Auxiliary) occur at the program level, with further monthly reporting and analysis from financial analysts within the Business Services or Budget and Finance Departments.

Effective budgetary and cash flow management is confirmed by reporting the College's budget status of its operating fund to the Board monthly.

The College is currently undergoing a system implementation to PeopleSoft which will provide a comprehensive, integrated financial management approach that enables the College to record, process, and report financial data in real-time. The current system does not integrate student, financial and payroll modules, which makes analyzing key performance metrics exceedingly difficult. Financial reporting is also extremely limited.



Exhibits

1. Policies/procedures that articulate the oversight and management of financial resources: *
 - [Policy 1001: Asset Protection](#) (Webpage)
 - [Policy 1003: Compensation and Benefits](#) (Webpage)
 - [Policy 1005: Fiduciary Responsibility and Financial Condition](#) (Webpage)
 - [Policy 1006: Financial Planning/Forecasting](#) (Webpage)
 - [Policy 1010: Reserves](#) (Webpage)
2. Latest External financial audit including management letter: *
 - [Audited Financial Statement For the year ended, June 30, 2020](#) (PDF)
3. Cash Flow Balance Sheets: *
 - [Cash Flow Balance Sheets For the years ended, June 30, 2015 through June 30, 2020](#) (PDF)
4. Audited Financial Statements: *
 - [Audited Financial Statement, For the year ended, June 30, 2019](#) (PDF)
 - [Audited Financial Statement, For the year ended, June 30, 2018](#) (PDF)
 - [Audited Financial Statement, For the year ended, June 30, 2017](#) (PDF)
- [Audited Financial Statement, For the year ended, June 30, 2016](#) (PDF)
- [Accountability Audit, For the years ended, July 1, 2015, through June 30, 2020](#) (PDF)
5. Tuition and fees, educational, and auxiliary revenue for undergraduate enrollments: *
 - [Tuition and Fees, educational and auxiliary revenue, For the years ended, July 1, 2015 through June 30, 2020](#) (PDF)
6. Significant contracts/grants: *
 - [Grants and Contracts 2021-2022](#) (PDF)
7. Endowment and giving reports: *
 - [WWCC Foundation 2020 Year in Review](#) (PDF)
8. Investment Revenue: *
 - Not applicable: The College does not currently have any traditional investments. Additional cash is invested in the Local Government Investment Pool (LGIP) which is a voluntary investment vehicle operated by the State Treasurer to provide safe, liquid, and competitive investment options for local government pursuant to RCW 43.250. Cash held in the LGIP is classified as cash and cash equivalents.

**2.E.1 Required Evidence*

Next Steps (Continuous Improvement)

Moving forward, WWCC plans to create a Budget Advisory Council and to link that council to the network of participatory governance committees. This Budget Advisory Council will work closely with senior management and the Governance Council to provide transparency in the development and adoption of annual operating budgets. The Budget Advisory Council will embody the spirit of participatory governance in an advisory capacity (that is, without interrupting the positional authority of senior leaders of the College to make resource allocation decisions). This is an opportunity for stakeholders within the College to participate in the development of budgets and evolving priorities. A key function of the Budget Advisory Council will be to raise financial needs to the attention of management for their further exploration and to ensure that budgetary decisions are communicated effectively to various stakeholders.

STANDARD 2.E.2 – PLANNING

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Planning

WWCC has experienced a steady decline in enrollment, leading to a decline in its financial position.

Previous management relied on reserves to facilitate operating shortfalls. In 2019, the College made significant cuts to operating expenditures to size the institution appropriately and eliminate its reliance on reserves for ongoing operating expenditures. This was accomplished through zero-based budgeting, and included all stakeholders in the budget process. The College has begun to increase its reserves and continually looks for opportunities to cut costs without sacrificing its mission. WWCC is committed to providing accurate and timely financial information and identifying resources and strategies to support the College's mission, vision, and strategic goals.

Stakeholder Participation

Input on the budget is gathered from department-level budget proposals, informed by academic and service areas. Division leaders review and adjust these proposals for further consideration. The Executive Leadership Team reviews and prioritizes the division-level budget proposals and integrates them into a final proposed budget in support of the Strategic Plan and the College mission.

Once this process is complete, the proposed budget is communicated to the Governance Council and the campus community so that all constituents have an opportunity to review the plan and make comments or suggestions or get clarity on the information provided. These meetings and subsequent public hearings are opportunities for external stakeholders to provide input into the budget development process.

Financial Planning for Stability and Sustainability

The College strives to operate from a position of financial strength and makes proactive decisions to maintain that position. Financial planning for the College is accomplished during the annual budget development process. Each revenue source is considered, and expenses are reviewed under alternative scenarios. Fluctuation in enrollment or state support are frequent sources of revenue volatility in the General Fund. Retaining adequate reserves is a critical part of preserving short- and long-term fiscal stability.



Maintaining operating equilibrium and adequate reserves are only part of what the College considers when balancing the budget. Additional consideration is given to meeting our debt service requirements, fulfilling the terms and conditions of our employment contracts, maintaining and replacing our capital assets and preserving resources to allow for contingencies or to take advantage of opportunities as they present. The college is working towards longer-range planning than the annual plan.

Exhibits

1. Policies/procedures for planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfer and borrowing between funds: *
 - Planning and monitoring of operating and capital budgets
 - [State Board for Community and Technical Colleges Fiscal Affairs Manual](#) (sections 20 and 30; Webpage)
 - [Policy 1010: Reserves](#) (Webpage)
 - [Policy 4150: Investments](#) (Webpage)
 - [Fundraising](#) (pages 41-43; PDF)
- [Policy 4100: Cash Management](#) (Webpage)
- [Policy 4200: Use of Debt](#) (Webpage)
- Transfers and Borrowing between Funds
 - [SAAM 85.90.50](#) (Webpage)
2. [College Adopted Budget, Fiscal Year 2021-2022](#) (PDF)
3. Budget Calendar/Guidelines
 - [State Board for Community and Technical Colleges Fiscal Affairs Manual](#) (sections 20 and 30; Webpage)
 - [2021 Budget Kickoff Presentation](#) (PowerPoint)

*2.E.2 Required Evidence

Next Steps (Continuous Improvement)

With the recent adoption of our [2021-2023 Strategic Plan](#), the College has shifted its focus to the creation of Work Equity Plans that will allow individual areas within the college to create action items related to the Strategic Goals and Objectives of the institution. Furthermore, these plans will be utilized to inform the budget priorities of the institution. In addition, the Chief Financial Officer is in the process of creating a Budget Advisory Council to assist in collecting and disseminating information for our budget process. Other items that WWCC plans to address in the upcoming accreditation cycle are the creation of, or the formalization of, policies/procedures pertaining to fundraising, planning, and monitoring of operating and capital budget, and transfer and borrowing between funds. The CFO and the Foundation's Executive Director will take point on the formalization of our practices into administrative policies and/or procedures, as appropriate.

STANDARD 2.E.3 – MANAGEMENT

Financial resources are managed transparently in accordance with policies approved by the institution's governance board, governance structure, and applicable state and federal laws.

Management

WWCC's financial resources are managed transparently and in accordance with policies approved by the institution's Board of Trustees, College administration, and applicable laws. WWCC uses the Financial Management System designed for Washington State Community Colleges. The finance organization remains current with the State Administrative & Accounting Manual, the Office of Financial Management, the State Board of Community and Technical Colleges, and the Washington State legislative requirements and mandates. The College complies with the State Administrative and Accounting Manual internal control and auditing procedures as set forth by the Office of Financial Management.

The College is committed to transparency of resource management. The Chief Financial Officer provides monthly financial reports to the Board of Trustees, and the Executive Leadership Team regularly reviews the budget and provides status updates at All-College meetings and through WWCC Connections (a semi-monthly newsletter written by the President for all College employees). Audited Financial Statements are also posted to the College's public website.

The College will work towards formalizing its internal controls and follow the Committee of Sponsoring Organizations Treadway Commission (CSOC) framework. College leaders are responsible for establishing and maintaining internal controls designed to ensure the resources of the College are protected from loss, theft, or misuse and to ensure that adequate accounting information is available for the preparation of the financial statements in conformity with GAAP.

Exhibits

1. Description of internal financial controls: *
 - Needs to be developed (planned for 2021-2022 academic year)
2. Board approved financial policies, state financial policies, or system financial policies: *
 - Board Approved Financial Policies
 - [Policy 1001: Asset Protection](#) (Webpage)
 - [Policy 1003: Compensation and Benefits](#) (Webpage)
 - [Policy 1005: Fiduciary Responsibility and Financial Condition](#) (Webpage)
 - [Policy 1006: Financial Planning/Forecasting](#) (Webpage)
 - WA State Financial Policies
 - [Policy 1010: Reserves](#) (Webpage)
 - SBCTC Financial Policies
 - [State Administrative & Accounting Manual](#) (Webpage)
 - [State Board for Community and Technical Colleges Fiscal Affairs Manual](#) (Webpage)
3. Sample Monthly Financial Status Report to Board
 - [FMO 11 Board Presentation](#) (PowerPoint)
4. [2021-2022 Operating Budget Proposed and Approved \(no changes\)](#) (PDF)

**2.E.3 Required Evidence*

Next Steps (Continuous Improvement)

To improve our processes as they pertain to management and transparency, WWCC is in the midst of updating its enterprise resource planning (ERP) management system, which will provide a comprehensive, integrated financial management approach that enables the College to record, process, and report financial data in real-time. In addition to this work, the College is also planning to create a Budget Advisory Council this fall to improve our processes, as well as our efforts towards transparency.



Human Resources

STANDARD 2.F.1 – EMPLOYEE INFORMATION

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Employee Information

WWCC's Human Resource Office is committed to continuously improving its efforts to keep faculty, staff, and administrators apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. It places information on the external website and the internal dashboard, as well as through internal email communications and trainings. Additional information is also available on bulletin boards on all College campuses and facilities.

Conditions of Employment and Work Assignments

The Human Resource Office provides potential employees access to accurate information via the job announcements and descriptions, which provides details such as essential functions, responsibilities, competencies, minimum and desired qualifications, as well as physical requirements. These postings are available online via the College website and various job boards depending on the position. In addition, the Faculty and Classified Collective Bargaining Agreements, as well as the Employee and Faculty Handbooks, are available on the public website for potential candidates to access.

The Office provides new employees with an appointment letter or contract, electronically, that details the terms and conditions of their employment, including title, salary terms, funding source (if appropriate), and any other negotiated provision discussed during the hiring process. Upon hire, new employees also receive a copy of the appropriate handbook(s), as well as a copy of the job description. Employees, as well as the assigned supervisors, electronically sign the job description, acknowledging receipt and understanding of the expectations. Additionally, all new hires are required to complete a series of training modules that provide more details on employment expectations. Classified employees also receive an orientation package from their union. The Vice President of Human Resources meets personally with all new full-time employees to discuss expectations.

As new employees are onboarded, the Human Resource Office updates the position description archive, so that all employees at the College have access to the most recent versions. Additionally, as terms and conditions of employment change, current employees are provided with notice and (if appropriate) a link to new collective bargaining agreements. Additionally, as new policies are adopted or existing policies change, employees are notified via their College email.

Rights & Responsibilities

The College strives to ensure our personnel administration procedures and practices are based upon sound human resource management principles, satisfy the standards of accrediting organizations, and promote a work environment of collegiality, respect and professionalism. The college utilizes the website as the primary location for communicating employee rights and responsibilities. A variety of documents can be found online, including legal protections, available benefits, and complaint procedures. As an example, the following documents can be located on the College's website: Classified Collective Bargaining Agreement, Faculty Collective Bargaining Agreement, Faculty Handbook, and Employee Handbook. These documents detail the rights and responsibilities of employees and criteria for evaluation, retention, promotion, and termination.

Evaluation

A comprehensive performance management system is part of a positive, performance-based culture that fosters employee competence and productivity, supports achievement of organizational goals and objectives, and provides documentation of an employee's strengths and areas in need of improvement. The process for evaluating faculty can be found in the negotiated agreement; the process for evaluating classified staff also can be found in the appropriate negotiated agreement. Administrative/exempt employees are evaluated annually for the first 3 years of employment or appointment to a new position, and then every

other year thereafter. When necessary, performance improvement plans are developed to assist those who may be struggling to meet performance expectations.

Retention

The College engages in a variety of efforts designed to encourage employee retention. Remote work arrangements, flexible scheduling, shared leave, professional development, sabbaticals, tuition and fee waivers, use of the recreation center, and social events are just a few of such efforts.

Promotion

Additionally, the College recognizes the importance of professional advancement. Recent negotiations with the faculty union have resulted in the implementation of a promotion committee for faculty advancement. The goal of such is to recognize and reward faculty development. While opportunities can be somewhat limited in a smaller organization, the college engages in the development of training plans to advance individual classified staff and reviews the job descriptions of administrative employees when changes in duties might warrant a promotion.

Termination

The Vice President of Human Resources conducts exit interviews with employees separating from the College voluntarily. Additionally, this year the College began participating in a statewide exit survey process. Involuntary separations are handled in accordance with collective bargaining agreements for represented employees. Non-represented employees are provided due process before being involuntarily separated.

Exhibits

1. Human Resource Policies/Procedures: *
 - [Policy 5000: Affirmative Action/Equal Opportunity](#) (Webpage)
 - [Policy 5010: Employment Applicant Sexual Misconduct Disclosure](#) (Webpage)
 - [Policy 5020: Title IX Employee Supplemental Disciplinary Hearing Procedure](#) (Webpage)
 - [Policy 5280: Whistleblower Protection](#) (Webpage)
 - [Policy 5480: Suspended Operations](#) (Webpage)
 - [Classified Personnel Selection \(Administrative Procedure\)](#) (Webpage)
2. Policies/procedures related to teaching scholarship, service, and artistic creation: *
 - [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Article 11, 13; Webpage)
 - [Policy 5630: Intellectual Property](#) (PDF; Draft)
3. Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination: *
 - Working Conditions
 - [Board Policy 1008: Executive Limitations – Treatment of Employees](#) (Webpage)
 - [Policy 5500: Remote Work](#) (Webpage)
 - Rights and Responsibilities
 - [Board Policy 1003: Executive Limitations – Compensation and Benefits](#) (Webpage)
 - [Policy 5100: Leave for Part-Time and Student Employees](#) (Webpage)
 - [Policy 5340: Mandatory Reporting of Child Abuse and Neglect](#) (Webpage)
 - [Policy 5380: Personal Social Networking Accounts](#) (Webpage)

- [Policy 5430: Unpaid Leave for Reasons of Faith or Conscience](#) (Webpage)
- [Reasonable Accommodations \(Administrative Procedure\)](#) (Webpage)
- Evaluation
 - [Classified Employee Probationary, Trial Service and Transitional Appointments/ Reviews \(Administrative Procedure\)](#) (Webpage)
 - [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Articles 30; 37.12; Webpage)
 - [WPEA Collective Bargaining Agreement – Classified](#) (Article 6; Webpage)
 - [Policy 5550: Performance Evaluation](#) (Draft; PDF)
- Retention
 - [Policy 5410: Shared Leave Program](#) (Webpage)
 - [Tuition Payment for WWCC Employees \(Administrative Procedure\)](#) (Webpage)
 - [Policy 5555: Appointment, Retention, Promotion, and Termination](#) (Draft; PDF)
- Promotion
 - [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Article 34.8-34.12; Webpage)
 - [WPEA Collective Bargaining Agreement – Classified](#) (Articles 4.1 F; 4.3 C; 4.5 B; 42.2; 42.5; Webpage)
- [Policy 5555: Appointment, Retention, Promotion, and Termination](#) (Draft; PDF)
- Termination
 - [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Articles 34.7;35; Webpage)
 - [WPEA Collective Bargaining Agreement – Classified](#) (Article 28; Webpage)
 - [Policy 5555: Appointment, Retention, Promotion, and Termination](#) (Draft; PDF)
- 4. Employee Information
 - [Human Resources](#) (Webpage)
 - [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Webpage)
 - [WPEA Collective Bargaining Agreement – Classified](#) (Webpage)
 - [Faculty Handbook](#) (Webpage)
 - [Employee Handbook](#) (Webpage)
 - [Required Workplace Posters](#) (Webpage)
- 5. Sample Communications
 - [Sample Classified Job Announcement](#) (PDF)
 - [Sample Faculty Job Announcement](#) (PDF)
 - [Sample Exempt Job Announcement](#) (PDF)
 - [Sample Part-Time College Welcome Letter](#) (Word Document)

**2.F.1 Required Evidence*

Next Steps (Continuous Improvement)

Looking ahead the Human Resources Office is committed to continuous improvement, including codifying many of our existing practices and agreements into board or administrative policies and/or procedures as appropriate. In collaboration with the Vice President of Instruction and the Vice President of Human Resources, the Faculty Senate has been tasked, for instance, with reviewing and commenting on the draft Intellectual Property policy. The Human Resources Department is currently working with the Office of Equity, Diversity, and Inclusion to formalize a policy, as well as a procedure, related to recruitment and selection of new employees. While the faculty and classified employees have information about evaluation, retention, promotion, and termination in their respective collective bargaining agreement, the Human Resource Office is also committed to formalizing these agreements and clarifying the process for exempt employees in College administrative policies and procedures. As the Human Resource Office codifies these processes, it will also be developing methods for tracking and assessing in an effort to ensure continuous improvement.

STANDARD 2.F.2 – PROFESSIONAL DEVELOPMENT

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Professional Development

WWCC has made a commitment to providing faculty, staff, and administrators with more appropriate opportunities and support for professional growth and development. With the support of the Human Resources Department, the College is preparing to offer more in-house professional development opportunities (in person or virtual), as well as independent external professional development opportunities.

Faculty

A Professional Development Plan is required of probationary, tenured, and special funding annual faculty. With this plan faculty show a commitment to professional improvement as well as scholarly and creative endeavors throughout their careers. In the Professional Development Plan, the faculty member addresses their growth in the essential instructional competencies, contributions to the profession, and service to the District and community. The following items are examples that may be included in these Plans:

1. intended course of study for the improvement of pedagogy, counseling, librarianship, advising, or industry-required certifications.
2. leadership training.
3. scholarly activity in the discipline.
4. observation of and conversation with seasoned faculty.
5. sabbatical proposals.
6. engagement with the community, including prospective students.

The Professional Development compliance period is three years. The compliance period begins on September 1 of the first calendar year of the employee's full-time tenured contracted employment and must be satisfied every three years. A minimum of sixty hours of professional development is required over the compliance period.

Staff

For classified staff, the College and the Union affirm that continued professional and personal growth of individual staff members and professional and program development are fundamental to improving the total effectiveness of the College. The College and the Union recognize the value and benefit of education and training designed to enhance an employee's ability to perform their job duties. Employees submit written requests to the supervisors for training and employee development, including the specific training, the schedule, and costs. The College provides release time for each employee to participate in training and development activities. If approved, release time is provided both off-campus and on-campus professional development and training, where appropriate for an individual employee's training needs. An employee who wishes to use a tuition fee waiver is allowed to do so in accordance with the College policy. Employees

who wish to enroll in courses at other higher education institutions will abide by the policies of those institutions. The College makes reasonable attempts to schedule College-related training during an employee's regular work schedule. Attendance at College required training is considered time worked and the College pays any corresponding registration costs. Travel associated with training will be paid in accordance with applicable wage and hour laws, Office of Financial Management travel regulations and the travel provisions in Article 26, Relocation/Use of Vehicles/Travel of the collective bargaining agreement.

Administrators

Administrative employees belong to a variety of professional organizations that support their professional development. The Washington Association of Community and Technical Colleges (WACTC) is the organization of the community and technical college presidents. WACTC develops policy recommendations to the State Board for Community and Technical Colleges (SBCTC) and to the system in conjunction with eight commissions and their councils. Commissions act on matters referred to by its members and WACTC, common issues, develop uniform procedures for member colleges when appropriate, and work with SBCTC and stakeholders. Councils report to commissions and focus on subject areas, professional development and compliance. Many WWCC administrators are members of these councils and commissions. Additionally, many departments on campus offer a variety of professional development activities related to their areas of expertise. For example, training is regularly provided to update advisors (including faculty advisors) on changes they need to be aware of when advising students. An additional example is the training that is provided to supervisors and employees when changes are made to their collective bargaining agreements.

Exhibits

1. Employee professional development policies/ procedures: *
 - [Tuition Payment for WWCC Employees \(Administrative Procedure\)](#) (Webpage)
2. Examples of employee trainings, workshops, etc.
 - [WPEA Contract Update, 2021-2023 Training](#) (PowerPoint)
 - [Managing a Union Environment Training](#) (PowerPoint)
 - [New Employee Orientation Agenda, Fall 2019](#) (PDF)
3. [Fall Conference Schedule – Walla Walla Campus, 2019-2020](#) (PDF)
4. [Fall Conference Schedule – Clarkston Campus, 2019-2020](#) (PDF)
5. [Fall Conference Schedule, 2020-2021](#) (PDF)
6. [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Article 31; Webpage)
7. [WPEA Collective Bargaining Agreement – Classified](#) (Article 9; Webpage)
8. [Washington Association of Community and Technical Colleges Organizational Chart](#) (Webpage)
9. [Strategic Plan, 2021-2023](#) (Webpage)

*2.F.2 Required Evidence

Next Steps (Continuous Improvement)

Per the 2021-2023 Strategic Plan, the College will invest more time and energy into the professional development of all its employees – staff, faculty, and administrators. In an effort to do so, the Human Resources Office will prioritize creating administrative policies and procedures that encompass all employee groups for providing both in-house professional development opportunities, as well as virtual on-demand trainings and independent, external professional development opportunities. In addition, the College is putting more resources behind the creation of a more robust eLearning Department to assist with technology and accessibility training.

STANDARD 2.F.3 – SUFFICIENCY

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Sufficiency

WWCC employs a sufficient number of qualified faculty, staff, and administrators to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs. Since 2018, a number of faculty and staff member reductions have occurred due to declining enrollment and funding shortfalls. In the 2019-2020 academic year, we implemented two rounds of layoffs. In the first round, we reduced by 16 positions – 6 classified, 8 exempt, and 2 faculty. In the second round, we reduced an additional 17 positions – 6 classified, 3 exempt, and 8 faculty. Total cuts to our full-time staffing represented a 9% reduction with 12 classified, 11 exempt, and 10 faculty positions being eliminated. The reductions equate to approximately 8% of the faculty, 9% of the classified staff, and 10% of exempt employees.

Employee Group	Current Number of Employees
Exempt	92
Classified	98
Faculty	106
Full-Time Total	296
Adjunct (Part-Time) Faculty	151
Part-Time and Student Workers	120
Part-Time Total	271

Qualifications

The qualifications for administrators are codified in WAC 131-16-080, and negotiated collective bargaining agreements define procedures for classified employee selection (WPEA article 4) and faculty selection (AHE article 9.7). Prior to advertising a position, directors complete a staffing decision analysis that includes a job description, funding source, detailed expected outcomes, and an explanation of how the position relates to mission fulfillment through the College’s strategic goals.

Recruitment

Prior to filling a vacancy, the Executive Leadership Team evaluates whether the position continues to serve the needs of the institution. If it does, the position is authorized to be filled. A Committee Chair is identified who works with a Search Advocate. In 2017, WWCC invited Oregon State University’s Anne Gillies to train WWCC faculty and staff to be Search Advocates (search and selection process advisors). The program is designed to enhance equity, validity, and diversity in hiring. Search Advocate preparation includes a two-part workshop series addressing current research about implicit bias, diversity, the changing legal landscape in hiring, inclusive employment principles, practical strategies for each stage of the search process, and effective ways to be an advocate on a search committee.

Each Search Advocate is a consultant/participant who advances inclusive excellence by asking questions to help committee members test their thinking, identifying and promoting practices that advance diversity and social justice, and minimizing the impacts of cognitive and structural biases. As external committee members, advocates are able to explore assumptions, norms, and practices that an internal member might not question. The search advocate plays a vital role in position description development, recruitment, screening, interviews, references, evaluation, and integration of the new faculty or staff member into the institution. In partnership with the search chair, search committee members, and hiring official, the search advocate affirms WWCC's commitment to inclusion.

The Search Advocate and Committee Chair identifies a committee tasked with carrying out the recruitment and screening of applicants, including reference checking. The committee's goal is to forward three finalists to the president for his consideration and ultimate appointment of the successful candidate.

Exhibits

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Documentation about engagement and responsibilities specified for faculty and staff, as appropriate: * <ul style="list-style-type: none"> • AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement (Article 10.7; Webpage) • WPEA Collective Bargaining Agreement – Classified (Article 4; Webpage) • Faculty Handbook (Webpage) • Employee Handbook (Webpage) • Committee Chair Responsibilities (PDF) | <ul style="list-style-type: none"> • Search Advocates (Webpage) <ol style="list-style-type: none"> 2. Personnel hiring policy/procedures: * <ul style="list-style-type: none"> • WAC 131-16-080 General standards of qualifications for community and technical college personnel (Webpage) 3. Academic Organizational Chart * (Webpage) 4. Administrator/staff/faculty evaluation policies/procedures: * <ul style="list-style-type: none"> • Policy 5550: Performance Evaluation (Draft; PDF) |
|---|---|
- *2.F.3 Required Evidence*

Next Steps (Continuous Improvement)

The Human Resource Office is in the process of establishing a hiring policy and procedure that encompasses all employee categories. The office has collected an assortment of samples from community colleges in the state system. The plan is to have this new policy drafted and adopted during the 2021-2022 academic year. In addition, the Board of Trustees has identified “right-sizing the institution” and establishing a more sustainable organizational structure (i.e., hiring a Vice President of Student Services) as an objective for Administration this year. The efforts to achieve this objective are already under way and under the leadership of the President.

STANDARD 2.F.4 – EVALUATION

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Evaluations

All employee groups at WWCC, faculty, staff, and administrators, are evaluated regularly and systematically in alignment with the College's mission and goals, educational objectives and policies, and procedures. While at present, WWCC does not have a policy or procedure guiding this process, faculty and classified staff do have the evaluation processes specified in their collective bargaining agreements.

Faculty

The faculty evaluation process is for the purpose of improving student learning, encouraging and supporting professional development, and providing information necessary for personal decisions. Faculty evaluation criteria focuses on the appraisal of an instructor's:

- ability to create learning environments that contribute to students' academic growth, requiring that the instructor develop these essential instructional competencies:
 - student success teaching strategies
 - outcome-based learning assessments
 - equity, inclusion, and diversity
 - digital and information literacy
- commitment to continuing education, learning, and improvement in the discipline or program of expertise.
- advising competency.
- professional accomplishments and contributions to the profession of education.
- service to the district and community.

The step-by-step process for faculty varies depending on their role and responsibilities at the institution (i.e., tenured faculty, annual contract faculty, counselor faculty, library faculty) and is described in detail in the collective bargaining agreement.

Classified Staff

Employee work performance for classified staff is evaluated during probationary, trial service and transition periods, and at least annually thereafter. Similar to faculty, the process is outlined in the corresponding collective bargaining agreement. Employees receive copies of their evaluations and performance expectations, as well as any modifications that are made. To guide this process, the College uses the Performance and Development Plan developed by OFM/SHR.

Exempt/Administration

To guide the evaluation process for exempt and/or administrative employees, the College uses an electronic evaluation process called E-PAS (Exempt Performance Appraisal System). The E-PAS was developed at Community Colleges of Spokane and has been modified to reflect WWCC's performance evaluation criteria. This online system allows supervisors and employees to:

- determine performance criteria on which employees are to be evaluated;
- determine the number (beyond a set minimum) of College members to participate in the process;
- feel confident that the feedback provided by peers, faculty and staff is confidential
- access graphical representations of rating averages.

The evaluation system assists in aligning individual performance with the goal of creating and sustaining a workplace environment where staff are successful in fulfilling our mission, vision, and strategic plan. All exempt employees are evaluated annually for the first 3 years, and then every other year after that. Employees receive notification from the E-PAS system when they have an evaluation due.

Exhibits

1. Administrator/staff/faculty evaluation policies/procedures: *
 - [Classified Employee Probationary, Trial Service and Transitional Appointments/Reviews \(Administrative Procedure\)](#) (Webpage)
 - [AHE Faculty Contract, 2019-2022 – Collective Bargaining Agreement](#) (Articles 30; 37.12; Webpage)
 - [WPEA Collective Bargaining Agreement – Classified](#) (Article 6; Webpage)
 - [Policy 5550: Performance Evaluation](#) (Draft; PDF)
2. [Exempt-Performance Appraisal System \(E-PAS\) Instructional Outline](#) (Webpage)
3. [Human Resources](#) (Webpage)

**2.F.4 Required Evidence*

Next Steps (Continuous Improvement)

In an effort of continuous improvement, the Human Resources Office is committed to formalizing and improving the College's current evaluation practices. At present, there is no formal administrative policy or procedure for all categories of employees. While the classified and faculty are covered with their collective bargaining agreements, exempt employees and administrator only have an institutional practice to guide the evaluation process. Thus, in an effort to establish consistency and equity among the employee group, the Human Resource Office has added this to its long-term (7-year) planning calendar.

Student Support Services

STANDARD 2.G.1 – EFFECTIVE LEARNING AND STUDENT SUPPORT ENVIRONMENT

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.



WWCC creates and maintains effective learning environments through a variety of programs and support services, with a commitment to equity and to closing the equity gaps. In the most recent Strategic Plan (2021-2023), the College identified one of its three goals as: “WWCC will provide high-quality pathways for education and training all students to meet the needs of our communities.” This goal has three primary objectives:

1. Objective: The College will prioritize equity and accessibility across all instructional modalities and campuses, as well as identify gaps to increase access and improve outcomes for underserved communities.
2. Objective: The College will increase student recruitment, retention, completion, and transition (assisting students with transition from basic education for adults, transfer for further study, and college-to-career preparedness and placement).
3. Objective: The College will explore and develop pathways, programs, and trainings that are relevant to the current and future needs of students and the communities we serve.

This strategic goal, and its corresponding objectives, emerged from a yearlong institutional process led by the College’s Governance Council in collaboration with the Equity, Diversity, and Inclusion Department. The Board of Trustees adopted this Strategic Plan this past Spring, and the College is now in the process of developing corresponding work plans that will allow the institution to better assess the effectiveness of the environments, and equity work therein.

Guided Pathways

The College is in the midst of implementing Guided Pathways as part of a Washington State-funded initiative to “create an equitable system that prepares all learners to engage in a diverse society and workforce, achieve economic mobility through educational attainment and contribute to a socially just society.” Utilizing the framework provided by the State Board, WWCC is working to create the “transparent, structured educational experience that effectively engages each student from the point of entry to attainment of high-quality postsecondary credentials and careers.” To date, the College has engaged in data collection and training, completed a work plan, developed program pathways, and redesigned math placement process and offerings (from implementing self-guided placement to moving away from remedial coursework in place of a co-requisite model).

Support Services

WWCC provides a comprehensive selection of student services designed to support students as they progress through their courses and program of study. Students are informed about these services in a variety of ways: orientations, the website, advisors, faculty, emails, text messages, et cetera. The College offers these programs and services to improve access to educational opportunity and success for all students and thereby closing the equity gap. These resources are provided under the supervision of the Vice President of Instruction and soon-to-be-hired Vice President of Student Services and include services such as:

TRiO

WWCC has had a TRiO Student Support Services program since 1989. TRiO is a federal grant program administered through the Department of Education. Participating students must meet the established eligibility criteria: first-generation college student, low-income family, or student with disabilities. The purpose of TRiO SSS is to help students persist through graduation and transfer to baccalaureate programs at WWCC or elsewhere. TRiO SSS provides wrap-around support services, including individual tutoring, intrusive advising, financial aid literacy, computer literacy, college success coaching and mentoring, workshops, and four-year college visitations.

Tutoring and Learning Center (TLC)

WWCC provides tutoring services through the Tutoring and Learning Center to all enrolled students, free of charge. Each campus has a designated TLC to support students in persisting and completing challenging courses/programs. The TLCs assist students in various disciplines, including mathematics, science, writing, and study skills. Tutoring for students in specific workforce education programs (e.g. Nursing) is also available. The TLC uses the College Reading and Learning Association national standards for tutor training. All peer tutors undergo orientation and training before becoming a part of the TLC staff.

Equitable, Comprehensive Resources

WWCC has a long history of providing students with a wide array of wrap-around support services that allow students to successfully complete their courses and programs. Advisors, faculty, and staff are committed to providing students with the appropriate resources and working collaboratively to ensure students are progressing steadily. These wrap-around services include testing, computer labs, advising, career services, veteran services, and more.

COVID-19 Response

Since the onset of COVID-19, WWCC has prioritized addressing the equity gap and barriers to access in a digital space. This involved supplying students with laptops, as well as addressing the limitations of previous learning and student support environments. In the last 18 months, the College has worked tirelessly to ensure the maximum flexibility for not only course/program offerings, but also the support services. In other words, WWCC has greatly expanded, and continues to do so, its ability to serve student in a virtual environment.

Exhibits

1. Listing of programs and services supporting student learning needs: *
 - [Student Resources](#) (Webpage)
 - [List](#) (Word Document)
2. [Strategic Plan, 2021-2023](#) (Webpage)
3. [Guided Pathways Research & Resources](#) (Webpage)
4. [Guided Pathways Implementation Plan](#) (Word Document)
5. [SBCTC – Guided Pathways](#) (Webpage)
6. [TRiO](#) (Webpage)
7. [Student Resources](#) (Webpage)
8. [Remote Student Resources](#) (Webpage)
9. [Tech Services – Student Services](#) (Webpage)
10. [Current Students](#) (Webpage)
11. [Warrior Resources](#) (Webpage)

**2.G.1 Required Evidence*

Next Steps (Continuous Improvement)

Moving forward, the College intends to focus increasing resources on the Guided Pathways initiative, by utilizing some of the state-allocated funding to create a Guided Pathways Coordinator/Director focused on implementation of the work plan, development of a communications plan, and the creation of an advisory council. In doing so, the College intends to pick up momentum towards full implementation, but also will engage in regular and systematic assessment of the initiative. Under the Guided Pathways initiative, the College will reassess and redesign its curricula and support services to serve our students in continuously improving ways – with accelerated programs, stackable credentials (and/or micro-credentials), and wrap-around services from onboarding to completion to continuing education. Under the leadership of the Equity, Diversity, and Inclusion Director, WWCC is increasing the representation of Hispanic/Latinx students, with the goal of reflecting the communities we serve. WWCC is eligible to become a Hispanic Serving Institution (HSI) once the current Title III grant ends (thus making WWCC eligible to seek HSI status). Taken together, with the current search for WWCC's next Vice President of Student Services, the College is poised to breakdown the traditional silos in Student Services in an effort to create a more holistic approach that is feasible on-site, as well as remotely, to ensure all of our students have equitable access. In collaboration with the Vice President of Institutional Effectiveness, the Vice President of Student Services will also launch a new approach for a consistent, regular review of all student service programs to ensure the effectiveness of said programs.

STANDARD 2.G.2 – PUBLICATION OF INFORMATION

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admissions requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full time faculty; rules and regulations for conduct rights and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment opportunities and requirements for financial aid; and the academic calendar.

WWCC provides information to students via its website and catalog. These publications contain information regarding the college's mission, personnel, student services, and academic programs. The website is updated as needed, whereas the catalog is updated annually.

Exhibits

1. Catalog (and/or other publications) that provides information regarding: *
 - Institutional mission: *
 - [College Catalog](#) (page 8; Webpage)
 - Admission requirements and procedures: *
 - [College Catalog](#) (pages 13-20; Webpage)
 - Grading policy: *
 - [Policy 6520: Grading Policy/Grade Exclusion Policy \(Webpage\)](#)
 - [College Catalog](#) (pages 23-35; Webpage)
 - Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences and projected timelines to completion: *
 - [College Catalog](#) (pages 48-228; Webpage)
 - [eCatalog](#) (Webpage)
 - Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: *
 - [College Catalog](#) (pages 229-237; Webpage)
- Rules and regulations for conduct, rights, and responsibilities: *
 - [College Catalog](#) (page 25 and 33; Webpage)
 - [Student Code of Conduct \(132T-100 WAC\)](#) (Webpage)
 - [Student Rights & Responsibilities](#) (Webpage)
- Tuition, fees, and other program costs: *
 - [College Catalog](#) (page 22; Webpage)
- Refund policies and procedures for students who withdraw from enrollment: *
 - [College Catalog](#) (page 22; Webpage)
- Opportunities and requirements for financial aid: *
 - [College Catalog](#) (page 15-16; Webpage)
- The academic calendar: *
 - [College Catalog](#) (page 21; Webpage)
 - [Academic Calendar](#) (Webpage)

*2.G.2 Required Evidence

Next Steps (Continuous Improvement)

With the recent hiring of a Curriculum & Scheduling Specialist, WWCC will create a formal policy and procedure related to the annual production of the College Catalog, as well as the eSchedule. Drafts of the timelines are already in production. Once the new Director of Marketing and Communications assumes his position on September 15, 2021, the College will ask him to work to implement a companion policy and procedure for updating the College website. Working collaboratively, the new Vice President of Instruction, Director of Marketing and Communications, and soon-to-be-hired Vice President of Student Services will also simplify and streamline the presentation of information, ensuring ease of access not only in the College Catalog but also on the College Website and through the Student Portal.

STANDARD 2.G.3 – LICENSURE; EMPLOYMENT REQUIREMENTS

Publications and other written material that describes educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Students, current, potential, and past, can locate information about eligibility requirements for licensure or entry into an occupation or profession for which education or training are offered via the College Catalog and Website. Programs with unique requirements, i.e., background checks or drug screenings, are also identified in these college publications. In addition, some programs (like Nursing) have program-specific handbooks that provide even more details on these occupational requirements.

Exhibits

1. Samples of publications and written materials that describe: *
 - a. Accurate information on national and/or state legal eligibility requirements for licensure or entry into occupation or profession for which education and training are offered: *
 - [Nursing Education Program](#) (Webpage)
 - [Nursing Admissions Guide](#) (Webpage)
 - [Early Childhood Education](#) (Webpage)
 - b. Description of unique requirements for employment and advancement in the occupation or profession shall be included in such materials: *
 - [Automotive Repair Technology](#) (Webpage)
 - [Human & Social Services](#) (Webpage)
 - [Additional Examples via College Catalog](#) (Webpage)
 - [Degrees & Certificates](#) (Webpage)

**2.G.3 Required Evidence*

Next Steps (Continuous Improvement)

To improve and streamline access to information related to licensure and employment requirements, the new Vice President of Instruction will work with the area-specific deans to centralize the information. This will allow for Instruction to streamline a review/update process in collaboration with the recently hired Director of Marketing and Communications to ensure students have ease of access.

STANDARD 2.G.4 – FINANCIAL AID

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

WWCC provides an effective and accountable financial aid program consistent with its mission, student needs, and institutional resources. The financial aid staff awards federal, state, private, institutional grants, loans, scholarships, and agency support in accordance with state and federal guidelines. A variety of media resources, including online and campus-wide brochures, inform students of financial aid deadlines and scholarship opportunities. Each year TRiO Staff, Financial Aid Staff, and others also offer financial aid and/or scholarship workshops for students.

The Financial Aid webpage is used to communicate key information to students. Information regarding how to complete the FAFSA, the WWCC supplemental financial aid application, loan applications, and other pertinent information. On the webpage, students may also access the Financial Aid Portal, which has been designed to provide access to information regarding financial aid award status, required forms, student loan application, promissory note, and entrance/exit counseling.

In addition to the Financial Aid webpage, the College maintains a Scholarship webpage that provides information on a variety of scholarships including those offered through WWCC's Development Foundation. The Foundation offers approximately 400 scholarships annually, averaging \$1000 to \$1500 per award. The Foundation awards a variety of funds to a variety of students. The College and the Foundation broadly publicize all scholarship opportunities but are also eager to improve this practice.

Exhibits

1. Published financial aid policies or procedures including information about categories of financial assistance: *
 - [Conditions of Award](#) (Webpage)
 - [Satisfactory Academic Progress Policies](#) (Webpage)
2. Information to students regarding repayment obligations: *
 - [Return of Title IV Funds Policy](#) (Webpage)
3. Policies/procedures for monitoring student loan programs: *
 - Needs to be developed (planned for 2021-2022 academic year)
4. [Financial Aid](#) (Webpage)
5. [Financial Aid Portal](#) (Webpage)
6. [Scholarships](#) (Webpage)
7. [Work Study](#) (Webpage)
8. [Foundation](#) (Webpage)

**2.G.4 Required Evidence*

Next Steps (Continuous Improvement)

Under the leadership of the soon-to-be-hired Vice President of Student Services, the Financial Aid Policies need to be collected and adopted as institutional policies and procedures by the administration. In addition, the Vice President of Student Services will coordinate with the Financial Aid Director on the policies and procedures related to monitoring student loan programs.

STANDARD 2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Students who receive financial aid are informed of any repayment obligations. The College regularly monitors its student loan program and the institution's default rate. To ensure student financial education and compliance with federal expectations, the College provides the link to <https://studentaid.gov/> for loan and exit counseling. The College also sends out loan debt sheets to students each time there is any adjustment to their loan. Furthermore, students receive the contact information for the Washington Student Achievement Council's (WASC) Student Loan Advocate. The College has contracted with a service to provide help monitoring loan default rates.

Exhibits

1. [Financial Aid](#) (Webpage)
 2. [Financial Aid Portal](#) (Webpage)
 3. [Loan Information](#) (Webpage)
 4. [Current Cohort Default Rate](#) (Webpage)
 5. [Return of Title IV Funds Policy](#) (Webpage)
- *2.G.5 Required Evidence

Next Steps (Continuous Improvement)

The WWCC Financial Aid Director is preparing to implement a continuous improvement plan to adopt refined policies and procedures that address repayment obligations and loan monitoring. This refinement and final adoption will take place under the guidance and oversight of the soon-to-be-hired Vice President of Student Services.

STANDARD 2.G.6 – ADVISING

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

WWCC practices a shared model of Academic Advising by employing Advisors, Navigators, and Faculty Advisors. Advisors are administrative/exempt positions not attached to any specific program or grant and advise any of the programs or pathways available at WWCC. Navigators serve and advise for specific programs or pathways and are usually tied to specific grants. Faculty Advisors are full-time faculty members who teach courses and take on an advising load in addition to teaching responsibilities.

Mandatory/Intrusive Advising

WWCC practices mandatory/intrusive advising designed to support students proactively. New students are assigned an advisor following new-student orientation, and those students' assignments are re-evaluated following any shifts in their educational goals or pathways. All degree-seeking students are assigned to specific advisors to ensure that students are guided successfully through their chosen pathway to realize their educational goals. The advising process involves meeting with an advisor each quarter prior to registration to review and/or update the educational plan, as well as to identify needed courses as students progress toward degree completion.

Advisor Knowledge & Training

All advisors are required to complete the Advisor Certification Training via Canvas before being assigned advisees. The training covers the basics of advising, how to identify degree requirements and assist with career exploration, how to assess a degree audit, basic understanding of Financial Aid policies, resources and appropriate referrals to make to assist students with achieving success, all advising tools, basic transfer planning and preparation, and outlines retention and completion strategies at the college.

Every quarter training is continued via Advising Updates with reviews of best practices, updates to policies or programs at the college, reminders on important benchmarks in the academic life of a student, and reviews of advising tools as needed.

At least twice a year, intensive training is offered regarding specific topics, practices, or instructional changes that impact the nature of advising. An example is the change of the transfer Math program to a co-requisite model. This training was conducted via a partnership between the Math department, advising, and testing.

Updates and trainings are conducted to the core Student Success advisors and navigators at the weekly Student Success Center meetings, and monthly to the combined Student Success Center and Enrollment Services meetings.

Advisor Responsibilities

All advisors, regardless of job title, are expected to provide the following services to students: assist with course selection and academic planning within the context of degree requirements and academic or career goals; assist with career exploration and degree selection; understand and communicate how to locate programmatic and curricular information; evaluate and communicate a student's progress toward a degree; inform students of available choices and decisions, along with related consequences (financial aid policies and funding eligibility requirements); follow policies and procedures at multiple levels (department, college, FERPA, etc.); attend to individual inquiries and problems and explore appropriate resolutions and identify relevant resources and referrals.

Systematic Evaluations

Evaluation of advising practices occurs, in general, via quarterly retention data and annually via completion trends. A more intensive and individualized evaluation of advising practices needs to be instituted with student feedback surveys and specific pathway retention and completion assessments. This evaluation practice or assessment process is in alignment with Title III and Guided Pathways targets.

Exhibits

1. Description of advising program, staffing, and advising publications: *
 - [Advising and Counseling](#) (Webpage)
 - [Advising and Counseling Center](#) (page 31; Webpage)
 - [New Student Advising Information](#) (Webpage)
 - [Career Coach](#) (Webpage)
 - [Basic Food and Employment Training](#) (Webpage)
 - [Career Services](#) (Webpage)
- [TRiO Support Services](#) (Webpage)
- [First Year Experience](#) (Webpage)
- [Advisor Packet](#) (Webpage)
2. Systematic evaluation of advising: *
 - Needs to be developed (planned for 2021-2022 academic year)
3. Professional Development policies/procedures for advisors: *
 - Needs to be developed (planned for 2021-2022 academic year)

**2.G.6 Required Evidence*

Next Steps (Continuous Improvement)

Under the Guided Pathways initiative, WWCC is working to improve its advising and navigation services by breaking down the silos that have historically existed, and developing policies and procedures for both the professional development of advisors, faculty advisors, and navigators, as well as the evaluation of advising. This will be a task assigned to the Vice President of Student Service (upon hire) in collaboration with the Guided Pathways Coordinator/Director and the Assistant Director of Advising. Herein lies an example of where the College needs to formalize its practices to ensure transparency in its efforts, as well as to provide opportunities for self-reflection and continuous improvement.

STANDARD 2.G.7 – IDENTITY VERIFICATION

The institution maintains effective identity verification process for students enrolled in distance education course and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with identity verification process.

WWCC maintains an effective identity verification process for students enrolled, including eLearning students. This process ensures both the identity of the student and protects student privacy. At the time of admissions, new students provide the institution with their identification information, while the institution provides them with a unique Student ID number, an email address, and a username. Upon login to the student portal, each new student is prompted to create a secure password. Students are advised not to share this information with anyone. All College communication, including eLearning communication, is protected and accessible only by their unique, secure username and password. This authentication process protects the privacy and security of student information.

This verification process through NET ID Login is how students access their eLearning courses and programs. This requires identity verification login and password protocols. Some programs and instructors also utilize proctored quizzes and tests via the testing center or an online testing service. Both of these options require students to check in before starting the exam/quiz by showing photo identification. There is no additional cost to the student for this service.

Exhibits

- | | |
|--|---|
| <ol style="list-style-type: none">1. Policies and/or procedures for ensuring identity verification for students enrolling in distance education courses: * | <ul style="list-style-type: none">• Needs to be developed (planned for 2021-2022 academic year) |
|--|---|

**2.G.7 Required Evidence*

Next Steps (Continuous Improvement)

Under the leadership of the new Vice President of Instruction, WWCC is evaluating the organizational structure of Instruction, including the eLearning Department. We are working towards a future in which eLearning has a full-time Director to work on building up formal policies and procedures related to eLearning. While the institution works to maintain compliance with federal regulations, as well as its good-standing within the SARA (State Authorization Reciprocity Agreement) membership, presently it does not maintain eLearning specific policies/procedures at the institution level. The Vice President of Instruction will work with the current part-time eLearning Director to create an eLearning specific policy, as well as a procedure related to identity verification that formalizes the current practices.

Library and Information Resources



STANDARD 2.H.1 – LIBRARY AND INFORMATION RESOURCES

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

WWCC's Library serves as the intellectual crossroads of the institution. It supports the information needs of students, faculty, staff, and community members thoughtfully, efficiently, and is attuned to their research and learning goals. By providing accessible and well-curated resources, an array of services and instructional content, welcoming spaces, and meaningful outreach programming, the Library creates opportunities for our communities to engage critically and creatively with existing knowledge and new ideas, as well as explore diverse avenues of inquiry.

Personnel

The Library employs qualified personnel – the faculty librarians and the Library Director are required to hold an MLIS/MLS degree from an American Library Association accredited program. The library staff is currently composed of two faculty librarian positions (one of which is presently vacant), three classified staff, and a Library Director. The Library Faculty are members of the faculty bargaining unit

Access

The Library has two physical locations – one on the Walla Walla campus and one on the Clarkston campus. Access to library resources and services to students in the College's Corrections Education program is currently expanding as incarcerated students have recently gained limited access to the internet. Through our website, the College also offers a significant and relevant array of resources online, including access to the library's electronic resources, online tutorials, "Library Guides" curated by subject and course, and a 24/7 chat reference service. These resources are scaled with "responsive design" to be accessible on any device and many offer language translations. Additionally, the Library has a presence in Canvas (the institution's learning management system), and librarians frequently make themselves available for online reference consultations during hours outside of the library's regular hours of operation.

Collection

The library collection is designed primarily to meet and support the curricular needs of our learners. A complete copy of the collection practice can be found on the library webpage. This collection is designed to support learners at a variety of levels and is informed by the faculty's curricula. Materials are selected using Choice Reviews, relevant trade publications and peer reviews to ensure that our collection is timely, adequate, and sufficiently comprehensive. Faculty are encouraged to connect with librarians to discuss their resource needs. The Library Director intentionally connects with faculty regarding their resource needs as new classes and programs are developed. The library has expanded its collection philosophy in recent years, including recreational reading materials curated from lists such as "The Great American Read" docuseries produced by PBS and lists of "college common reads." In addition, our print acquisitions have sought to ensure that authors from traditionally underrepresented or historically marginalized populations have a more significant presence in the library collection. The print collection is assessed annually by the Library Director of usage. A thorough collection analysis and deaccession process takes place every three years, or more often as needed for new programs or classes that include specific collection guidelines for accreditation.

Recognizing that students are increasingly engaging with and need access to resources 24/7, as well as the changes in the College's curricula – including a mandatory First Year Experience (FYE) course and the creation of a Bachelor of Science degree – the library assesses its electronic resources annually. This assessment has allowed the library to respond in a timely manner. For instance, the library has acquired several databases recently to support the changing curricula, including two eBook collections, *Opposing Viewpoints*, *CQ Researcher*, *CINAHL*, and *Business Source Complete*.

While the library does not currently have a formal planning committee, major resource purchases, such as databases are selected and acquired in collaboration with faculty. Further, as new electronic resources are acquired, the use of these resources dovetails with our instruction mission. Online tutorials, "LibGuides," and Information Literacy instruction are created to teach our campus community how to utilize these new resources. In addition, to being available on the library website, all electronic resources accompanying learning support materials are made available in our LMS for faculty to add to their courses easily. As new resources are acquired, faculty are also offered training by librarians on how to use these resources and incorporate them into the classroom. To support media usage, the library expanded its streaming media offerings from a single database, *Films on Demand*, to accounts with *SWANK* and *Kanopy* to ensure adequate access to streaming media that can easily be shown in classrooms. Similar to our acquisition process, if a resource is being "underutilized" and is considered for cancellation, faculty are consulted in advance to ensure curricular needs will be met by existing resources or acquisition of another resource(s).

Students and faculty also have access to a vast array of print and electronic resources held at other libraries through our interlibrary loan service. A recent assessment of this service found a turnaround time or "fill rate" of less than 24 hours for 90% of the College's requests, with an average of 32% filled within the same day. WWCC's library is committed to access.

Information Literacy Instruction

Each quarter the librarians, including the Library Director, reach out to faculty to offer and schedule information literacy sessions. The library offers students and faculty instruction in multiple modalities, synchronous and asynchronous, online and face to face, in formal classrooms and individual settings, such as the help desks and librarian offices. The library also utilizes a train-the-trainer model to work with faculty on instructional design and best pedagogical practices to incorporate information literacy assignments and research tools into their classes. Recently, the library also created and offered a two-credit *Research for the 21st Century* course –which students primarily evaluated positively. The library's commitment to instruction in information literacy is supported by the College's decision to identify Information Literacy and Technology as one of the four institutional learning outcomes. With the College's commitment to Information Literacy and Technology, librarians are actively involved in assessment committees and curriculum committees.

Exhibits

1. Procedures for assessing the adequacy of library collections: *
 - [Policy 6540: Library Selection](#) (Webpage)
 - [Collection Development](#) (Webpage)
2. Library planning committee and procedures for planning and collection development: *
 - [Policy 6540: Library Selection](#) (Webpage)
 - [Collection Consultation](#) (LibGuide)
3. Library instruction plan; policies/procedures related to library and information resources: *
 - [Library Strategic Plan, 2019-2021](#) (LibGuide)
4. Library staffing information; policies and that explains faculty/library partnership for assuring library and information resources are integrated into the learning process: *
 - [Library Staff](#) (LibGuide)
5. [Library](#) (Webpage)
6. [Library Mission](#) (Webpage)
7. [Library Policies and Procedures](#) (Webpage)
8. [Faculty Support](#) (LibGuide)
9. [Library Information Literacy Support](#) (LibGuide)

**2.H.1 Required Evidence*

Next Steps (Continuous Improvement)

Under the leadership of the new Vice President of Instruction, the Director of Library Services will develop a strategic work plan for 2021-2023, which will include a plan for submitting the library's policies and procedures to the administration and/or the Board of Trustees (as appropriate) for formal adoption. In addition, together the Director of Library Services and the Vice President of Instruction will review and update the existing policy/procedures for Library Services (i.e., Policy 6540 which has not been reviewed or revised since 1974). The review and creation of policies and procedures for the library will also involve the creation of a Library Advisory Council, consisting of faculty and librarians, to ensure that the Library continues to operate as the hub for instructional innovation and collaboration.



Physical and Technology Infrastructure

STANDARD 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

WWCC is committed to creating and maintaining environments that are accessible, safe, secure and sufficient to support and sustain the institution's mission, academic programs, and services. In recent structural changes, both the Facilities Department and the Information Technology Department have been reassigned to a new division within the institution. The Vice President of Finance oversees the Physical Infrastructure (i.e. Facilities and Safety-Security), and the Vice President of Instruction oversees the Technology Infrastructure (i.e. Information Technology).

Physical Infrastructure

Accessible

As a community college, WWCC provides a variety of opportunities for internal (students, faculty, and staff) and external (community members) audiences to access and utilize the facilities. To support this access, the College employs an Executive Director of Continuing Education and Community Engagement. This position oversees public events, facilities rentals, and other events. The College also employs a Disabilities Services Coordinator who advocates for people with disabilities and provides expert advice to assure that the college facilities are accessible and safe.

The College is also compliant with Section 504 of the Americans with Disabilities Act (ADA) and State of Washington RCW 70.92.100. All capital construction projects are reviewed by the Washington State Department of Enterprise Service's Engineering and Architectural Services Division for ADA compliance.

Safe and Secure

WWCC has paid particular attention to safety, security, and emergency preparedness, and has employed a point person for all issues pertaining to Safety and Security. The College also maintains Emergency Action Plans for both the Walla Walla and Clarkston Campuses. To assist with safety and security, a CARE – Campus Assessment, Response, and Education - Team was recently created. CARE focuses primarily on early intervention for behavioral issues as they emerge.

The College maintains records of any crimes or public safety concerns on College grounds (or in the close vicinity thereof) and issues a Clery Report each fall that is posted on the Clery Act Compliance webpage of the College's website. To assist with Clery Compliance, the Executive Leadership Team has participated in extensive Clery Act Training. In addition, the Vice President of Human Resources serves as the institution's Title IX Coordinator, and the College is presently in search of a Vice President of Student Services, who will serve as a Deputy Title IX Coordinator to assist with all student-related Title IX concerns. The Title IX Coordinator is well-versed in the new Title IX legislation and has worked to update the policies and procedures appropriately.

COVID-19 Response

In response to the global pandemic (COVID-19), the College created an Emergency Response and/or Reentry Taskforce to ensure that the College was complying with federal and state safety proclamations. Under the leadership of the Safety and Security person, this task force has carefully reviewed all health recommendations and directives regarding COVID-19 that have been issued by the Center for Disease Control (CDC) and the State of Washington Health Department. This taskforce consists of instructional leadership (i.e. Deans and Faculty), as well as facilities and technology leadership. This taskforce meets regularly (weekly or bi-weekly) to update its operational plan with the primary focus of keeping students, faculty, and staff safe.

Sufficient

WWCC facilities have been strategically envisioned, designed, and constructed to carry out the mission of the College and contribute to the accomplishment of the College's strategic goals and objectives. The College consists of two campuses and two corrections facilities.

With the declining enrollment (as well as the projected enrollment), WWCC facilities are expected to be of sufficient quantity. However, as the service communities expect more flexible and technology-based educational opportunities, the College is turning its attention to the modernization and utilization opportunities in its current facilities.

Technology Infrastructure

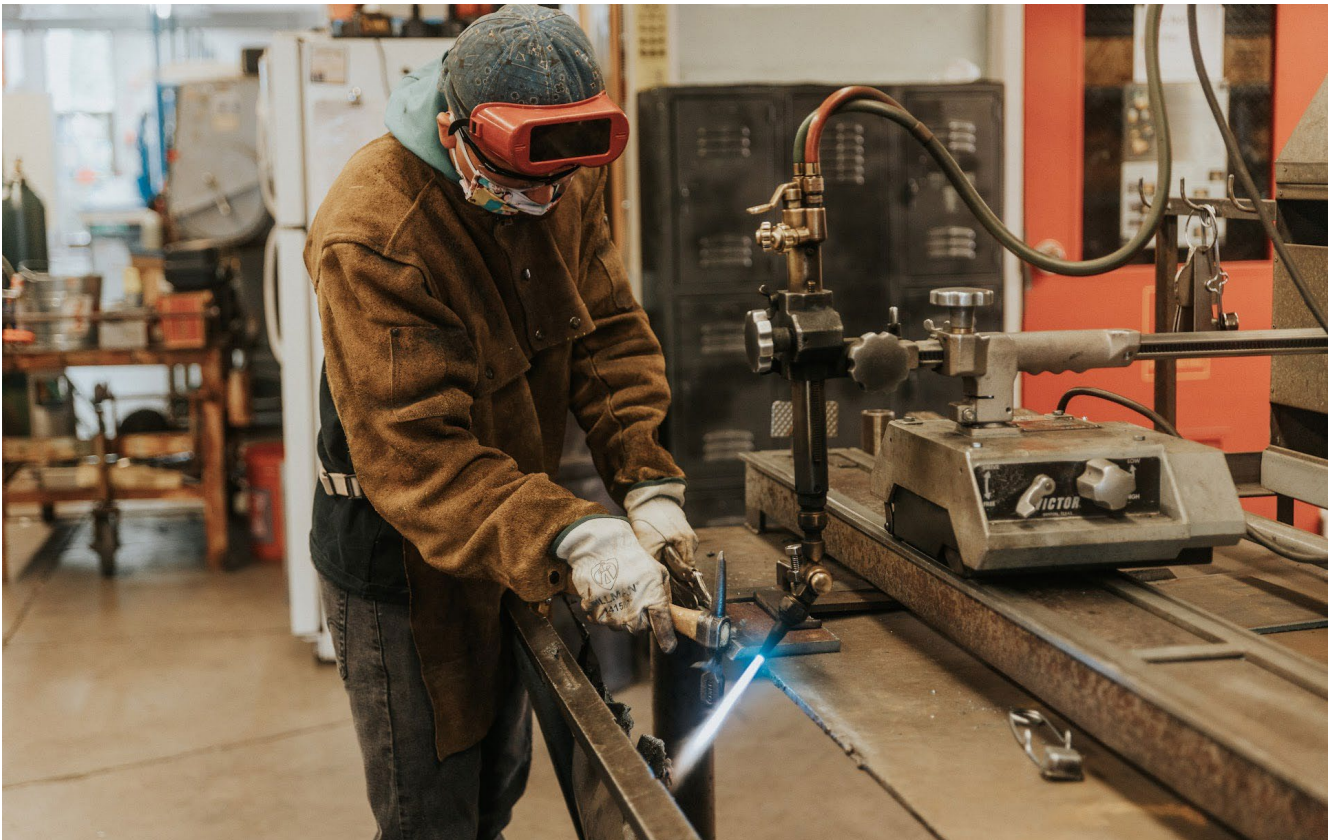
Accessible

While much of the Walla Walla and Clarkston campuses are outfitted with high-speed Wi-Fi access, the College is presently undergoing a Wi-Fi upgrade (which should be completed by Fall 2021). This access is being extended so that our students, staff, faculty, and community members have secure and stable access throughout the College campus upon their return in Fall 2021.

The College has recently hired an Instructional Accessibility Specialist to better assist with Section 504 of the Americans with Disabilities Act (ADA) and State of Washington RCW 70.92.10 in terms of our virtual or digital space. The Instructional Accessibility Specialist will assist the College in the adoption of Universal Design – for all courses (online, in-person, hybrid, and Hyflex). In addition, the Instructional Accessibility Specialist will also serve as the ADA or accessibility expert as we transition to ctLink (or PeopleSoft).

Safe and Secure

WWCC has made a significant commitment to cybersecurity and risk management. The Technology Services staff have instituted several security policies and practices that mitigate risk for the College, as well as allow the college to remain compliant and nimble in addressing security threats. Accounts for students gain access to local resources only after students have successfully enrolled in classes and lose access to local resources when students are no longer enrolled. Faculty/staff access has limited rights to local resources and accounts are deactivated as soon as an employee's job code becomes inactive in our payroll system. Technology services has put security software and best practices around cloud solutions in place to minimize our security threats. All traffic to and from the WWCC network runs through a corporate firewall and software-based IPS (intrusion prevention system) to help block threats before they make it onto our network.



COVID-19 Response

In an effort to keep the College safe in the midst of the global pandemic, the College pivoted to a remote work environment. Technology Services created MS Teams for use by divisions to move documents from local file servers to Teams cloud storage. Connections to WWCC network services were established using a Cisco software VPN on laptops and some workstations that were sent home with employees. Institutional meetings and instruction were made possible by using remote meeting software (Zoom/Teams). This allowed for real-time collaboration. This effort was made possible due to the support and innovative spirit of the College's Technology Services Department. As we reflect on the lessons learned from the last 18 months, the College is turning its attention to more flexible instruction. Presently, the Technology Services Department is outfitting more than 60 classrooms with Hyflex technologies (with about 50% of them at a basic level, i.e. web-camera and wireless microphone; and about 50% of them at an advanced level, i.e., high-quality ceiling microphones, big screens/monitors, motion-censored cameras). These technologies will allow faculty to teach in multiple modalities, including but not limited to Warrior-Flex. In addition, the Technology Services Department is also in the process of updating all faculty machines – transitioning them from desktops to laptops and/or tablets. This will allow faculty to better utilize the Hyflex rooms, as well as to teach remotely.

In an effort to assist Technology Services and eLearning, the College is also hiring an Education Technologist to assist with training faculty and staff on the new technologies, as well as the methodologies associated with Hyflex. This temporary position, as with the technology itself, is being funded by federal COVID relief dollars. The College is committed to serving our students where they desire – and as our recent enrollment trends are indicating, students in the COVID era desire flexible and/or online options for education.

Sufficient

WWCC has appropriate and adequate technology systems and infrastructure to carry out its mission, strategic goals, and objectives. The College is committed to providing a wide range of technology solutions designed to support the academic needs, wants, and desires of students and faculty, as well as the business needs, wants, and desires of college employees. The College is also committed to meeting the specialized needs, wants, and desires of its community and partner organizations. Meeting these demands in the high-paced and ever-evolving society requires the Information Technology Services staff to remain service-oriented and strategic in its approaches. Recently, the Executive Director of Technology Services drafted a strategic plan and a hardware refresher plan. These plans are in the draft stage but have been designed to ensure the Information Technology Services is moving in alignment with the institution's Strategic Plan and Objectives.

WWCC is in the midst of an Enterprise Resource Planning (ERP) conversion as part of the Washington State Board of Community and Technical Colleges (SBCTC) – transitioning from a 1980s system (i.e. Legacy) to a more modern system (i.e. PeopleSoft). This statewide project is referred to as ctcLink, and should move all of the community and technical colleges, including WWCC, to a more stable platform. WWCC is set to go live with PeopleSoft in April 2022 – as one of the last schools in the state. Implementation of this system will update all College operations – from Human Resources to Finance to Instruction.

Exhibits

1. Facilities master plan, including: *
 - [Walla Walla Campus Master Plan, 2017](#) (Webpage)
 - [Clarkston Campus Master Plan, 2018](#) (Webpage)
2. Equipment replacement policies/procedures: *
 - Needs to be developed (planned for 2021-2022 academic year)
3. Procedures for assessing sufficiency of physical facilities: *
 - Needs to be developed (planned for 2021-2022 academic year)
4. Policies and procedures for ensuring accessible, safe, and secure facilities: *
 - [Policy 3000: Policy Covering the Preparation and Disclosure of the Annual Security and Associated Crime Statistics](#) (Webpage)
 - [Policy 3050: Emergency and Crime Reporting](#) (Webpage)
 - [Policy 3100: Emergency Notification](#) (Webpage)
 - [Policy 3150: Security and Access to Campus Facilities](#) (Webpage)
 - [Policy 3200: Security Considerations Used in the Maintenance of Campus Facilities](#) (Webpage)
 - [Policy 3250: Timely Warning Notification](#) (Webpage)
 - [Policy 5010: Employment Applicant Sexual Misconduct Disclosure](#) (Webpage)
 - [Policy 5020: Title IX Employee Supplemental Disciplinary Hearing Procedure](#) (Webpage)
 - [Policy 5340: Mandatory Reporting of Child Abuse and Neglect](#) (Webpage)
- [Policy 5480: Suspended Operations](#) (Webpage)
- [Policy 2000: Title IX Equal Opportunity](#) (Webpage)
- [Policy 2020: Title IX Grievance Procedures](#) (Webpage)
- [Policy 8030: Information Resources Acceptable Use Policy](#) (Webpage)
- [Policy 8001: Official Email Administrative Policy](#) (Webpage)
5. Policies/procedures for the use, storage, and disposal of hazardous waste: *
 - [Hazard Communication Program \(Administrative Policy\)](#) (Webpage)
 - [Dangerous Waste Management](#) (Draft; Word Document)
6. Technology master plan and planning processes: *
 - [Information Technology Services – Strategic Plan](#) (Draft; Word Document)
 - [Equipment Hardware Refresh Plan](#) (Draft; Word Document)
7. [Coronavirus](#) (Website)
 - [Return to Campus Plan](#) (Webpage)
8. [RCW 70.92.100](#) (Webpage)
9. [Emergency Action Plan – Clarkston, 2016](#) (Webpage)
10. [Emergency Action Plan – Walla Walla, 2016](#) (Webpage)
11. [CARE Team](#) (Website)
12. [Campus Security Authority](#) (Website)
13. [Clery Act Compliance](#) (Website)
14. [Flex Learning](#) (Website)

**2.I.1 Required Evidence*

Next Steps (Continuous Improvement)

Moving forward, the College is committed to updating and organizing the presentation of its policies and procedures associated with its physical and technology infrastructure. The Vice President of Finance, in collaboration with the Executive Leadership Team, will take point on revising and formalizing these policies and procedures. Under the new leadership of the Vice President of Instruction, the Executive Director of Technology Services has drafted an Information Technology Services Strategic Plan and a Hardware Refresh Plan. In the near future, these plans will be reviewed and finalized – allowing the Executive Director to move forward with the creation of a Technology Master Plan.

Moving Forward (Continuous Improvement)

WWCC, under its new leadership, is committed to self-reflection and continuous improvement as it prepares for the Year Seven Evaluation of Institutional Effectiveness by the NWCCU.

Creating a 21st Century Institution

WWCC is set upon a new path to the future following several years of transition and turmoil (i.e. leadership changes, declining enrollment, and the global pandemic). Under the leadership of the institution's fifth president, WWCC is working to increase its capacity to recruit students and to support student success. During the 2020-2021 academic year, the president worked to rebuild the Executive Leadership Team, which included hiring a Vice President of Instruction and an Executive Assistant to the President. Looking ahead to the 2021/2022 academic year, the College has recently hired a new Director of Marketing and Communications, who starts work on September 15, 2021. To round out the Executive Leadership Team, the College is presently recruiting a new Vice President of Student Services, with an anticipated start date of December 2021. Rebuilding this leadership team will allow the institution to reconfigure the organizational structure (staffing and committee/councils) in conjunction with the institution's strategic plan and enrollment projections to ensure that the College continues to focus on mission fulfillment. This rebuilding and restructuring will redistribute supervision and leadership to support more effectively the institution's mission, vision, values, and strategic plan/objectives.



Equity, Diversity, and Inclusion

WWCC is committed to advancing equity, diversity, and inclusion. Most recently, the institution has created a 2-3-year Strategic Equity Plan, which will be supported by area Equity Work Plans. Furthermore, under the leadership of a Director of Equity, Diversity, and Inclusion, who serves as a member of the College's ELT and reports directly to the president, WWCC has committed to increasing access and participation in higher education by all members of the communities it serves. Its initial goal is access—to reflect the demographics of the broader community in both its student population and its employees.

Institutional Effectiveness & Economic Sustainability

As the president charts the course for the future, he and the ELT are actively constructing a new model for gauging and promoting Institutional Effectiveness. The reorientation focuses on data governance, data-informed decisions, strategic planning, economic sustainability, and catalyzing economic development for the region served by WWCC. The College intends to invest additional resources in data research and analysis - to create trust and clarity in the data as presented. At present, the Vice President of Enrollment Services and Institutional Effectiveness is examining the College's data collection processes and disaggregating practices to ensure that the College is sharing/reporting on useful information for college practices and planning. In addition, members of the ELT are also committed to learning more about local industry needs, wants, and desires. To do so, they are hosting a series of listening sessions and creating lists of corresponding action items following each meeting. The purpose of these sessions is truly to listen to and learn from local industries to ensure the College contributes to the economic sustainability and/or vitality of the region.

Creating an Academic Master Plan

Under the leadership of the new Vice President of Instruction, the College has committed to the creation in the next one to two years of a Comprehensive Academic Plan. This plan will lay out the vision for Instruction at the College (i.e. Vision Scriptor) in the coming decade (or seven to ten years). This Comprehensive Academic Plan will connect the project initiatives to show how Guided Pathways, ctcLink (PeopleSoft), Strategic Plan, and more are aligned to support moving the institution into the 21st century. The Vice President of Instruction intends for the Comprehensive Academic Plan to inform the annual budget process, allowing the targeted deployment of resources to achieve maximum effect.

Program Review & Assessment

WWCC continues to craft a new program review process. Working together, the Vice President of Enrollment Services and Institutional Effectiveness and the Vice President of Instruction intend to establish a new program review framework and timeline in AY 2021-2022. Key partners in this work will include its newly-formed Accreditation Steering Council, led by a tenured faculty member, as well as the newly-established Assessment Coordinator (Faculty) position. The Accreditation Steering Council will oversee the data analysis in preparation for WWCC's Year Seven visit by the NWCCU. The Coordinator will assist with identifying ways to improve assessments within Instruction, across all divisions. The core values of accreditation (i.e. self-reflection, accountability, and continuous improvement) will continue to be the foundation upon which all of this work is built. The Vice President of Enrollment Services and Institutional Effectiveness will be key partners in bringing the program review process to scale across non-instructional areas such as Student Services and other support areas.

Policies and Procedures

WWCC has made progress in adopting, revising, and organizing policies and procedures, although the pandemic has presented unique challenges to that progress. Nevertheless, the president and ELT are firmly committed to continuing to address policy gaps, update existing policies, and to link those policies to appropriate procedures, as required. The policy inventory and gap analysis are largely complete, and many policies have been completed, while others are in various stages of development. The policy inventory will continue to grow more robust, in accordance with the timeline calling for substantial completion by the end of the 2021-2022 academic year.

Additional Effectiveness Improvements

1. WWCC is in the process of creating HyFlex Classrooms, and hiring an Educational Technologist and/or eLearning Director to support faculty and staff in utilizing HyFlex methodologies and technologies.
2. WWCC is in the process of submitting its first Work Equity Plans that connect division goals and objectives with institutional goals and objectives. These plans will be utilized in planning budgets for the 2022-2023 academic year.

The aforementioned changes, as well as many others, are helping the College improve its effectiveness and responsiveness to the communities it serves. More will be addressed and discussed in the Year Seven accreditation report.

Exhibits

1. [Assessment Coordinator Position Description Draft](#) (Word Document)

Addendum

Institutions which have been asked to address prior recommendations which have been asked to address any transitional efforts to the 2020 Standards may be included in an Addendums section.

WWCC has not been asked to address any efforts. It does not currently have any outstanding recommendations.

Exhibits

1. [Acceptance of Ad Hoc Report, 2020 – Commission](#) (Webpage)
2. [Mid-Cycle Evaluation Response, 2019 – Commission](#) (Webpage)
3. [Letter of Accreditation, 2017 – Commission](#) (Webpage)



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